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ABSTRACT

These study guides were prepared to accompany 32 one-half hour videotapes on the sounds of English, which together serve as the basis for a phonetics and pronunciation course at Napa College. In addition to viewing the videotapes, the students, largely non-English speaking, have contact with their instructor for one and one-half hours per week and can consult individually with the instructor during office hours. Audiotapes must be used in the language laboratory and students must participate in tutorials in the Skill Center which focus on specific pronunciation deficiencies. Weaknesses in the system include the confusing aspects of the International Phonetic Alphabet for non-English speakers, the large time demand upon teachers, and the lack of suitable tutors; however, the course achieves the objectives of teaching the pronunciation of English and increasing vocabulary awareness in a flexible, non-punitive, and non-threatening atmosphere. Introductory materials cover course content, the International Phonetic Alphabet, basic linguistic concepts, American dialects, and standard and substandard English. Audio and video tapes and their companion study guides cover the following sounds: (1) stop plosives, (2) front, back, and central vowels, (3) fricatives, (4) affricates, (5) glides, (6) lateral/syllabic consonants, (7) nasals, and (8) diphthongs. The study guides contain exercises and instructions. (MB)

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"PHONETICS AND PRONUNCIATION" AUDIO GUIDES

by
Dorothy Pappas Menzel

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September 19, 1977

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Speech delivered February 20, 1979, at the Western Speech Communication Association Convention held at the Los Angeles Hilton, February 17-21, 1979. Content covered in the community college sponsored seminar from 2:00-5:15 p.m. in the New York Room of the Los Angeles Hilton entitled "Methods of Managing Relicence Using Microcomputers, Transparencies, and Videotapes in the Classroom," and "Using Videotapes for Individualized Instruction of English Pronunciation." The text of my speech is as follows:

Thirty-five years ago the idea of televising the House of Representative's proceedings was introduced. Yesterday on the 19th of February, the actual televised proceedings were shown on national television for the first time. Imagine the drama and the opportunity for learning first hand about the House of Representatives when it can be viewed in the living rooms of our own homes. Well, it was not 35 years ago, but about 12 years ago when a handsome Little Theatre and Telecommunication's Building arose on the campus of Napa College. We were not a new college then, but we had newly moved from a downtown location that housed the college on the same campus as the only high school we had in Napa. In the new, beautiful and spacious surroundings, there was much early talk about the enormous possibility that telecommunications would offer the faculty and students. As the building took shape, so did my idea that TV could be used to teach the pronunciation of English.

No teacher who has sat with small groups of students, sometimes several times a day, repeating drill material for pronunciation can deny that such a teaching practice is not only boring for the student, but tedious for the teacher as well. So I was motivated to use a new media to teach pronunciation in a way that was less painful to students and perhaps easier for the teacher. Since the telecommunication housed a "broadcast quality" TV studio, the idea of putting pronunciation lessons on videotape slowly emerged as a possibility.

At Napa College we not only have the usual 100 or more foreign student population, but frankly, what interested me more was the Spanish speaking residents of Napa Valley who began to arrive in the early 60's and are now with us in much higher numbers. So we have students who can read and write English, but who have not learned pronunciation. So we fortuitously combined the resources of the telecommunication system with a course based upon the International Phonetic Alphabet. You may peruse the study guides that we have here in order to see exactly what the student does with each videotape.

The TV studio, as I mentioned earlier, has the staff and technology to provide broadcast quality TV. I used a sabbatical in Fall of 1976 to make 32 one-half hour videotapes on the sounds of English. I prepared 32 study guides to match the tapes. Watching the videotapes is just one process for the student. The student, in addition, has an instructor contact for one and one-half hours per week, has the instructor's office hours available for individual consultation. Audiotapes must be listened to in the language laboratory where the videotapes are also housed. The student must participate in a lesson with a tutor in the Skills Center where specific pronunciation deficiencies of each student are worked on. Five units of transferable credit are given for this work.

The key factor underlining the mechanical system of videotapes and audiotapes is the support and encouragement provided the student. The instructor, the language laboratory personnel, and the Skills Center personnel all are charged with providing an atmosphere that is conducive and helpful to students. The tests, for example, are immediately corrected by the instructor and given to the tutor, so that a student's errors can be identified. Our aim is to present this course in a flexible, non-punitive, and non-threatening way. The student is asked for a commitment when he is assured of our own interest and enthusiasm for his ability to learn, for his dignity and his culture.

We have tried to combine several approaches to learning. We have used the student's skills in listening, viewing, and participating with the videotapes, reenforcement with written materials that is repetitious of the video and audiotapes, and finally, teacher contact and tutor reenforcement. This format permits students to repeat tapes and also allows for a flexibility when using the facilities in the language laboratory. It is open from 8:00 a.m. to 9:30 p.m. at night.

The disadvantages of such a mode of teaching are, first of all, if a student is not well grounded in English, it can be confusing for him to learn symbols of the IPA. Secondly, there is an enormous time demand on the part of the instructor. The record keeping and physical demands of making sure that study guides are kept up to date and available for students, as well as the great time demand that conferring with tutors requires, and individual consultation demands enormous time and energy expenditure. I think it is harder to teach under this plan because you have the language lab where the videotapes and audiotapes are housed that have to be monitored and checked, and then you have the tutors in another physical location where you must have contact with them. A third disadvantage is that at times I have had difficulty in finding suitable tutors. In the seven quarters that we have used this format we had difficulty in one quarter not providing sufficient tutors. That's not a bad average, but the difficulties of the one quarter were a major stumbling block to effective course results.

I remain, however, confirmed in the belief that the course under this new format achieves what it sets out to do, that is to teach students the pronunication of English and as a concommitant, they build a vocabulary awareness that is most helpful to them.

In summary then, Speech 58,is a course in phonetics and pronunciation. It is based upon:

a) videotapes and accompanying guides
b) audiotapes and accompanying guides
c) teacher contact - where tests are administered
d) tutor contact.

The student's grade is arrived at by giving a factor to each of the above. The emphasis is on personal encouragement and support.

Introductory Information on Audio Guides for Students of Speech 58 - "Phonetics and Pronunciation"

In this packet you are receiving the AUDIO GUIDES to accompany the audio tapes for the sounds of English. You will notice that the video tapes are numbered, but the audio tapes are titled by their description. (Stop Plosives and Fricatives do have a number one and two because two half hour tapes were needed for these phonemes.)

Procedure:

Watch the video tape assigned first, AND THEN LISTEN TO THE ASSIGNED AUDIO TAPE. When you are finished with it, go to the next assigned video tape, to be followed by the matching audio tape. Please note that some of the video tapes have the same audio tape matching it.

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SPEECH 58

Mrs. Menzel

PROGRAM	VIDEO TAPES	AUDIO TAPES
Lesson # 1	Introduction - Part I	None
Lesson # 2	Introduction - Part II	None
Lesson # 3	Introduction - Part III	None
Lesson # 4	Stop Plosives /p/ - /b/	Stop Plosives 2
Lesson # 5	Stop Plosives /T/ - /D/	Stop Plosives 1
Lesson # 6	Stop Plosives /k/ - /g/	Stop Plosives 2
Lesson # 7	An Introduction to Vowels	None
Lesson # 8	An Introduction to Vowels II	None
Lesson # 9	Front Vowels /i/ - /ɪ/	Front Vowels
Lesson #10	Front Vowels (ɪ) (e)	Front Vowels
Lesson #11	Front Vowels /e/ - /ɛ/	Front Vowels
Lesson #12	Front Vowels /ɛ/ - /æ/	Front Vowels
Lesson #13	Front Vowels /æ/ and Review	Front Vowels
Lesson #14	Back Vowels /u/ - /ʊ/	Back Vowels
Lesson #15	Back Vowels /o/ - /ɔ/	Back Vowels
Lesson #16	Back vowels /ɑ/ - and Review	Back Vowels
Lesson #17	Central Vowels /ə/	Central Vowels
Lesson #18	Central Vowels /ɝ/	Central Vowels
Lesson #19	Fricatives /f/ - /v/	Fricatives 1
Lesson #20	Fricatives /θ/ - /ð/	Fricatives 1
Lesson #21	Fricatives /s/ - /z/	Fricatives 2
Lesson #22	Fricatives /ʃ/ - /ʒ/	Fricatives 2
Lesson #23	Fricatives /h/	Fricatives 2
Lesson #24	Affricates /tʃ/ - /dʒ/	Affricates
Lesson #25	Glides /hw/ - /w/	Glides /w/ and /j/
Lesson #26	Lateral /l/ - Syllabic Consonants	Glides /r/ and lateral /l/
Lesson #27	Glides /r/	Glides /r/ and lateral /l/
Lesson #28	Glides /j/ - /ju/	Glides /w/ and /j/
Lesson #29	Glides - Review	None
Lesson #30	Nasals /m/ - /n/ - /ŋ/	Nasals
Lesson #31	Diphthongs /aɪ/ /aʊ/ /ɔɪ/ Part I	Diphthongs
Lesson #32	Diphthongs /əɪ/ /əʊ/ /ɔɪ/ Part II	Diphthongs

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To accompany Video Tape Lesson # 4 and # 6.

AUDIO STUDY GUIDE - STOP PLOSIVES 2

Part I. /p/ as in puppy

Exercise A - Common words:
pie, part, upper, suppose, top, stop, keep, hiccough, slept, slapped, kept, Spain, spell

B - Minimal pairs - /p/ - /b/:
cup - cub; cop - cob; pig - big; rip - rib; pill - bill; park - bark ; pat - bat; peas - bees; pin - been; pear - bear; pull - bull; palm - bomb; putt - but; post - boast

C - Minimal Pairs - /p/ - /f/:
pan - fan; puppy - puffy; pound - found; pine - fine; cheap - chief; peel - feel; past - fast; pig- fig

D - Minimal pairs - /p/ and /t/:
pen - ten; grape - great; steep - street; poor-tour; pap - tap

E - Letter "p" is silent before other consonants in words of Greek derivation as "pt" and "pn" and "ps":
physician, phoneme, physical, phone, symphony, pharmacy, phobia, Phillipines.
When "ph" appears in successive syllables as in "shepherd," uphill the "p" is pronounced.

F - /p/ pronounced but not spelled:
comfort, lymph, warmth, dreamt

Part II. /b/ as in boy

Exercise A - Common words:
boy, best, boat, baby, robber, obey, rob, stab, grab

B - Minimal pairs - /b/ - /v/:
berry - very; bent - vent; robing - roving; robe - rove; best - vest; ban - van; ball - veil

C - "b" silent:
debt - Pay your debt.
doubt - Don't doubt my statement.
comb - Comb your hair.
dumb - That is a dumb question.
lamb - Lamb chops taste good.
plumber - The plumber fixed the kitchen faucet.
climb - He will climb the mountain.
limb, numb

Part III. /k/ as in keep

Exercise A - Common words:
key, kick, sack, cot, cat, climb, candy, cub, arctic, chorus, khaki, accurate, accept

B - Words with "qu" spellings take the /kw/ sound:
quiet, qualm, quote, quick, quell, question, quit, queer, quail, quack, quarter, quart

C - "x' takes the /ks/ sound as in wax, except, explode, extra, explain, excuse, excite (Note: except is repeated at end)

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Part IV. /g/ as in go

Exercise A - Common words:
bigger, ghetto, ghost, gate, goal, gum, get
B - "x" takes the /g/ sound when the prefix "ex" is followed by a vowel:
exactly, examine, example, exist, exhaust, exhibit
C - /g/ is never pronounced in the final position in "ng" words:
sing, bring, thing, song
When "ng" appears in medial position of the root word you pronounce the "g". Note that these are two-syllable words:
angry, language, single, finger, longer, longest, stronger, strongest, younger, youngest
D - In "gn" the /g/ is silent:
champagne, campaign, assign, design, resign, sign
E - Minimal pairs: /g/ and /k/:
grow - crow; gum - come; tag - tack; pig - pick;
bug - buck; rag - rack; grab - crab

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To accompany Video Tape Lesson # 5.

AUDIO STUDY GUIDE - STOP PLOSIVES I

Part I. /t/ as in two

Exercise A - Common words:
two, Thomas, ptomaine, doubt, bitten, walked,
indict, bought
B - Minimal pairs: /t/ and /d/
bit - bid; to - do; sat - sad; beat - bead;
tip - dip; pat - pad; sight - side; right - ride;
wait - wade; bet - bed.
C - Minimal pairs: /t/ - /θ/
tin - thin. The tin is thin
bat - bath. The bat fell into the bath.
Pat - path. Pat fell down on the path.
true - through. Is it true that you can see through the trees?
tree - three. There are three trees on the hill.
team - theme; boat - both; tread - thread; tie - thigh
D - Words with /t/ between two other consonants:
expects, affects, acts, rejects, facts

Part II. /d/ as in day

Exercise A - Common words:
day, ladder, bed, dance, daddy, paid
B - Minimal pairs: /d/ and /t/
bed - bet; made - mate; mad - mat; do - two; bud - but;
died - tied; had - hat; hid - hit; rude - root
C - "ed" spelling rules
The "ed" suffix in the past tense and past participle
of verbs is pronounced:
/d/ if the root ends in a vowel or a voiced consonant other than "d" as in: played, sobbed, robed, lived, charged, screamed, judged;
/t/ if the root ends in a voiceless consonant other than "t" is pronounced /t/: trapped, helped, wished, slashed, watched, baked, reached, passed, laughed, matched, stopped, liked
If the root of the verb ends in "t" or "d" as in:
want - wanted; wade - waded; wait - waited; seat - seated
D - Instance when "t" is not spelled but pronounced dance, tense, prance, tenth
E - Frequently used words:
belt - The belt was too tight.
heart - He had a heart attack.
stopped - The policeman stopped the driver.
liked - He liked funny movies.
passed - He passed the final exam.
washed - The mother washed the baby.
eats - She eats very little.
ants - The ants crawled into the sugar.

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robbed - The man was robbed of his money and his dignity.
watched - We watched the dancers on television.

F - Words with silent "t" and "d"

castle, Christmas, mortgage, handsome, fasten, soften,
Wednesday, listen, moisten, often

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To accompany Video Tape Lessons# 9, 10, 11, 12 & 13.

AUDIO GUIDE - FRONT VOWELS

Part I. /i/ as in eat

Exercise A - One syllable words not repeated by student.
he, she, eat, piece, bead, deep, beef, seed, feet, geese

B - Two syllable words not repeated by student.
reason, machine, indeed, season, achieve, defeat, impeach, between, police

C - /i/ as found in different spellings. Student repeats words and sentences
1. me. See me today
2. seen. I have seen the moon.
3. either. Either of you can go.
4. people. People are funny animals
5. key. The key fits the door.

Part II. /ɪ/ as in it

Exercise A - /ɪ/ word examples
it, added, fear, been, weird, sieve, women, business, build, hymn, pretty, busy

B - Minimal pairs /i/ and /ɪ/
eat - it; seat - sit; seek - sick; beat - bit; heat - hit

C - /ɪ/ in final unstressed position as in party
kitty, Mary, pity, city, duty, family

D - /ɪ/ in initial unstressed syllables
belive, become, before, defend, demand

Part III. /e/ as in ate

Exercise A - word example with /e/
date, day, wait, they, vein, steak, entree, gauge, fiance (not numbered on tape)

B - Minimal pairs /e/ and /i/
may - me; great - greet/ pace - peace; play - plea; say - see

C - Minimal pairs and sentences using /e/ and /ɪ/
1. gave - give. Give me the book that I gave you.
2. ale - ill. The ale made you ill.
3. laid - lid. He laid the lid on the table.
4. Pain - pin. The pin in his hip pained him.
5. ate - it. He ate it.

D - Minimal pairs /e/ and /i/
bait - beet; cape - keep; straight - street; mate - meet; fade - feed

(note to myself: /e/ and /i/ minimal pairs are given twice on this audio tape.)

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Part IV. /ɛ/ as in bet

Exercise A - Examples of /ɛ/ words
met, bread, aesthetic, heifer, leopard, friend, guest, pear, fare
B - Words with special attention:
any, says, said, bury, get
C - Minimal pairs: /ɛ/ and /ɪ/
pen pin; letter - litter; red - rid; fell - fill; left - lift; meant - mint

Part V. /æ/ as in bat

Exercise A - Word examples
at, am, apple, camp, mat, master, handle, fancy
B - Minimal pairs: /æ/ and /ɑ/
map - mop; lack - lock; hat - hot; add - odd; battle - bottle; rat - rot; cat - cot; valley - volley

Part VI. All front vowels: Words and sentences stressing the contrasting front vowels.

1.	meet, mitt, mate, met, mat	Give Matt's mate the mitt.
2.	keep, kit, cape, kettle, cap	Keep the cape, cap, and kettle.
3.	dean, dinner, date, debt, dance	The dean's dinner date also danced.
4.	eat, it, ate, Etta, at	Etta ate it at the eatery.
5.	peel, pill, pall, pell, pal	Tell his pat to peel the pill.
6.	greese, git, great, Greta, grass	Greta poured greese on the grass.
7.	leader, littler, later, letter, latter	The leader's letter will be put in the litter later.
8.	teak, tick, take, desk, tack	Take the teak desk to the tack room.
9.	least, list, late, lest, last	The list of late students was given to the Dean.

Part VII. Summary

47% of all vowels and diphthongs are made in English are front vowels.
Note tenseness - /i/ is tense and /ɪ/ is lax
/e/ is tense and /ɛ/ is lax

/æ/ is neutral in tenseness

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To accompany Video Tape Lessons #14, 15 & 16

AUDIO STUDY GUIDE - BACK VOWELS

Part I. /u/ as in food

Exercise A - Common words:
school, rule, move, do, drew, soup, due, Sioux, pneumatic, room, food, noon

Part II. /ʊ/ as in foot

Exercise A - Common words:
book, full, put, could, poor, tour, sure, wolf

B - Minimal pairs /u/ - /ʊ/
fool - full; food - foot; pool - pull; shooed - should; cooed - could; wooed - would; Luke - look

C - /u/ and /ʊ/ sentences

1. Pull the boy from the pool.
2. Luke should do the foot tricks.
3. I would if I could catch the fly.
4. The food was put in the foot locker.
5. Look for the blue pool cover.
6. Fools do silly things.
7. The pigeon cooed.
8. The man wooed his future wife.

Part III. /o/ as in pole

Exercise A - Common words:
no, flow, though, boat, oh, owe, soul, foe, sew

B - Minimal Pairs /o/ and /ɔ/
woke - walk; coast - cost; hole - hall; cold - called; bowl - ball; loan - lawn; so - saw; low - law; pose - pause; boat - bought; coal - call

Part IV. /ɔ/ as in jaw

Exercise A - Common words:
ball, caught, law, halt, broad, bought

B - Minimal pairs /ɔ/ and /ɑ/
score - scar; caught - cot; gnawed - nod; pawed - pod; pawned - pond

C - Sentences using /ɔ/

1. He caught the ball on the cot.
2. Don't pawn your watch that you bought.
3. The baseball score was tied.

Part V. /ɑ/ as in father

Exercise A - mop, rob, not, cod, rock, college, calm, not, sergeant knowledge, heart, guard, palm, calm, psalm

B - Many /ɑ/ words with /r/ sound are mispronounced. Be careful with:
park, garage, harsh, charm, star, far, bark, smart, car

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C - Minimal pairs /ɑ/ and /æ/
    chop - chap; bond - band; hot - hat; lock - lack;
    pod - pad; knock - knack; lop - lap; cop - cap;
    not - knat - blotter - bladder; mop - map
D - Contrasting words with back vowels:
    bottle - boot - boat - bought; cot - coop - cope;
    pot - pool - put - pole - pall; lock - Luke - look - locate;
    shot - shooed - should - showed - Shaw; John - June - Joan

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To accompany Video Tape Lessons #17 & 18.

AUDIO STUDY GUIDE - CENTRAL VOWELS /ə/ Schwa AND /ɝ/

Part I. Schwa /ə/ "uh" as in up

Exercise A - Common words with schwa:
sofa, rough, cover, telephone, up, does, nation
mountain, cub, come, the, a, touch

B - /ə/ and /ɑ/ Minimal pairs:
pup - pop; dull - doll; nut - knot; gun - gone;
stuck - stock; sup - sop; come - calm

C - Minimal pairs /ə/ and /ʊ/
rough - roof; crux - cooks; buck - book; luck - look;
cud - could

D - Minimal pairs /ə/ and /ɔ/
gun - gone; muss - moss; cut - caught; rung - wrong;
stuck - stalk; sung - song; but - bought; pun - pawn

Part II. "er" /ɝ/

Exercise A - urge, nurse, turn, disturb, curb, church, birth, first,
serve, verb, after, paper, collar, sugar, work, worse,
actor, favor, measure, picture, earn, learn, journey

B - Minimal pairs /ɝ/ and /ɔɪ/
early - oily; learn - loin; burl - boil; Earl - oil;
sir - soy; verse - voice; burrs - boys; curl - coil;
verge - voyage

C - Caution that the schwa is not substituted for the "er" /ɝ/
father, after, either, other, dollar, center, mother

D - Difficult words with schwa:
malignant, comparative, nuptials, comely, guarantee,
correct, terrible, pitcher, picture, regular, burglar

E - Sentences:
1. The malignant tumor was removed.
2. The comparative figures show a profit.
3. The toaster has a one year guarantee.
4. The weather was terrible.

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To accompany Video Tape Lessons #19 & 20.

AUDIO GUIDES - FRICATIVES 1

Part 1. /f/ as in funny

Exercise A - Word examples with /f/
funny, far, afraid, awful, chief, life, coffee, office, enough, tough, physical, telephone
B - Minimal pairs - /f/ for /v/
fat - vat; fai - veil; feel - veal; face - vase; refuse refuse - reviews; rifle - rival; surface - service; shuffle - shovel; half - have; leaf - leave; life - live; safe - save
C - Minimal pairs /f/ and /θ/
fought - thought; free - three; Fred - thread

Part II. /v/ as in voice

Exercise A - Common words with /v/
voice - valentine - bravery - never - love - save
B - Minimal pairs /v/ and /w/
veil - wail; vent - went; vest - west; veal - wheel; vein - wane; very - wary; verse - worse; vine - wine
C - Sentence examples with /v/ and /w/
1. Poor verse is not worse than none.
2. Wine is made from the grape of the vine.
3. He went to open the vent.
4. The wheel was rolling very fast.
5. Wesley went west.

D - Minimal pairs - /v/ and /b/
very - berry; van - ban; vest - best; vote - boat; veil - bail, vat - bat; vase - base; vent - bent; rove - robe; vigor - bigger

Part III. / θ / theta as in think

Exercise A - Common words
thumb, thank, thousand, thickly, something, anything, method
B - Minimal Pairs /θ/ and /t/
path - pat; faith - fate; theme - team; thread - Ted; tree - three; thin - tin; thank - tank, voth - boat; bath - bat.
C - /θ/ and /t/ Minimal pairs
think - fin; thirst - first; thread - Fred; lath - laugh; three - free

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Part IV. /ð/ as in the

Exercise A - Common words with /ð/
the, that, this, these, those, they, them, thus, their,
though, smoothe, breathe

B - Voiced "th" at the end of a syllable linked with /d/ and /z/
bath - baths; path - paths; lath - laths

C - Minimal pairs /ð/ and /z/
breathe - breeze; clothe - close; seethe - seize; writh - rise

D - Minimal pairs /ð/ and /d/
father - fodder; thought - doe; breathe - breed; they - day

E - Sentences with /ð/
1. They breathe every day.
2. The brother and father came.

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To accompany Video Tape Lessons #21, 22 & 23.

AUDIO TAPE - FRICATIVE 2

Part I. /s/ as in see

Exercise A - Common words with /s/
say, some, so, cent, conserve, less, race, hoax, waltz
psychology, silent

B - Minimal pairs - /s/ and /θ/ theta
pass - path; sank - thank; moss - moth; seem - theme;
bass - bath; sick - thick; miss - myth; sought - thought;
sin - thin; sigh - thigh; mass - math; face - faith.

C - Minimal pairs /s/ and /z/
loose - lose; see - Z; rice - rise; sink - zinc; seal - zeal;
sip - zip

Part II. /z/ as in zoo

Exercise A - Common words with /z/
zoo, zebra, dizzy, busy, raise, noisy, jazz

B - Minimal pairs - /z/ and /t/
zone - tone; zoom - tomb; zoo - too; zip - tip

C - /a/ at the end of the words is pronounced rather softly
buzz, fuzz, raise

D - Rules to use when to pronounce /s/ and when to pronounce /z/
when the spelling ends with "s".

RULES FOR PRONUNCIATION OF /s/ AND /z/

1. A final "s" keeps pronunciation of /s/ when it follows a voiceless consonant to form the plural of nouns and to form the 3rd person singular.

To form plural of nouns:
hats, mats, rats, plates, cups, and cuffs

To form 3rd person singular:
walks, talks, and pats

2. A final "s" takes pronunciation of /z/ except when the preceding consonant is voiced excepting "z". So, if the consonant before the s is voiced, you pronounce /z/.

beads
hams
barns
coals
legs
tubes
doves

Note that these are all root words with suffixes added. And each preceding consonant is voiced so it takes the sound of /z/.

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3. After sibilants or sounds like sibilants such as /s/, /z/, /tʃ/, /dʒ/, /ʃ/, and /ʒ/. The "es" is pronounced /ɪz/ or /əz/ as in:

garages

catches

kisses

horses

4. If the root word ends in "y" or "i", in the singular, use /z/.

taxi

taxies

*The suffixes become separate syllables because it would be awkward to pronounce s or z immediately following sibilants or sibilant sounding words.

Part III. /ʃ/ as in ship

Exercise A - Common words with /ʃ/
shop, Chicago, champagne, chef, sugar, delicious, ocean, direction, nation, Russia, conscious, luscious

B - Spellings of "ch" with /ʃ/ pronunciation
charlatan, Charlemagne, chef, chenille, parachute, champagne, chivalry, chauvanism, château, chasis, chick, charade, machine, Chicago cache, chagrin, chalet, chaperone, chapeau

C - /ʃ/ as found in the final position
push, wash, English
/ʃ/ is used where "si", "ci", "sci", "ti" are followed by an unstressed vowel or syllabic consonant
mission, delicious, luscious, nation

D - Minimal pairs /ʃ/ and /tʃ/
shoes - choose; shin - chin; shore - chore; cashing - catching; washer - watcher; mash - match; lash - latch; dishing - ditching; mush - much; ship - chip; shop - chop; wish - witch

Part IV. /ʒ/ as in pleasure

Exercise A - Common words with /ʒ/ sound
measure, television, garage, rouge, pleasure, azure, aphasia, regime, barrage, prestige

B - Sentences with /ʒ/ sound
1. Television is a sometime pleasure
2. Measure the width of the garage
3. Usually a massage will help an aching back
4. The military regime took the power of the president.

C - /ʒ/ is found only in medial and position in words such as treasure, usual, television, measure, garage, massage

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Part V. /h/ as in he, him

Exercise A - Common words with /h/ sound
horse, house, he, who whole
B - /h/ not pronounced in medial unstressed syllables
weight, height, haughty
/h/ sounded when "h" occurs between vowels
rehear, rehearse, behavior, behead, behind, rehash
/h/ pronounced in medial stressed syllable
uphold, inherit, upheaval, overhaul, inhuman, inhabit, somehow, enhance
C - Words with silent /h/
honor, honest, hour, heiress, heirloom, shepherd, hors d'oeuvre
D - Minimal pairs /h/ and without /h/
high-eye; heat-eat; his-is; hat-at; hold-old

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To accompany Video Tape Lesson # 24.

AUDIO TAPE - AFFRICATES

Affricates - /tʃ/ as in church and /dʒ/ as in judge

Descriptive information.

Part I. /tʃ/ as in church

Exercise A - Common words with /tʃ/
church, catch, question, adventure, cellow, inch (student repeats)
B - Minimal pairs /tʃ/and /ʃ/ (student repeats)
cheer - sheer; catch - cash; cheap - sheep;
chin - shin; match - mash; much - mush; choose - shoes;
march - marsh; witch - wish; crutch - crush; ditch - dish;
catching - cashing; watching - washing
C - Minimal pairs /tʃ/ and /dʒ/ (student repeats)
choke - joke; chin - gin; chunk - junk; chive - jive;
chain - Jane; perch - purge

Part II. /dʒ/ as in judge

Exercise A - Common words with /dʒ/ (student repeats)
judge, adjacent, gradual, edge, gem, exaggerate
B - Minimal pairs /dʒ/ and /j/ (student repeats)
jello - yellow; joke - yoke; jail - Yale; jarred - yard;
Jack - yak; Jew - you; jet - yet; jeer - year
C - Minimal pairs /dʒ/ and /ʒ/ (student repeats)
pledger - pleasure; major - measure; message - massage;
page - beige

Part III. Sentences with affricates (student repeats)

1. The judge ate too much mush.
2. The yellow jello fell on his shoes.
3. I will watch you wash the dishes.
4. The smoke in the jet almost choked me.
5. The man from Yale went to jail.
6. His chin and shin were bruised.
7. The boys will march in the marshes.
8. His question was gradually answered.
9. The judge massaged his shin.
10. He needed a crutch for his crushed leg.
11. With pleasure he watched him choose his black shoes.
12. Measure the adjacent page.
13. Jack's yard had yellow flowers.

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To accompany Video Tape Lesson #25 & 28.

AUDIO TAPE GLIDES /w/ AND /j/

Part I. /w/ as in water

Exercise A - Common words with /w/
we, want, away, aware, reward, guava
B - Special spellings with /w/ sound - "kw"
question, request, quiet, queen, queer, quit, quote, quick
C - Silent "wr" words:
wreck, write, answer, toward (student repeats these)
D - Special difficult words (student repeats these)
one - One book is on the table.
once - Once there lived dinosaurs on this earth.
two - I saw two birds.
Note to student: the word "two" contains the "w" in spelling but does not contain the /w/ sound.
who - Who is going to the store?
E - Minimal pairs /w/ and /v/
wall - veil; want - vaunt; went - vent; west - vest;
wet - vet; wine - vine; wiper - viper; wiser - visor;
Walt - vault; worse - verse; weep - veep; wow - vow;
wary - very; wheel - veal; Y - vie; went - vent;
Wayne - vein
F - Common mispronunciation for /w/ in medial position:
always, anyone, sidewalk, away, awake, between, sandwich

Part II. /j/ as in yes

The name of the symbol is "jay". The sound of the phoneme we are studying is "y" as in yes, yet, and yell. The IPA symbol for this sound is /j/. It is called jaut - / j /.

Exercise A - Common words with /j/:
yet, yesterday, senior, onion, opinion, genial, familiar, beyond
B - /j/ joined by /u/ to form the diphthong /ju/:
you, united, union, use, eulogy, feud, university, cube, refuse
C - /ju/ changes to /dʒ/ before an "r" as in:
burear, fury, Europe, figure, pure, sure, curious, furious, tenure
D - Minimal pairs - /j/ and /dʒ/:
yes - Jess; yet - jet; Yale - jail; yam - jam; yacht - jot;
yearn - adjourn; yellow - jello; yowl - jowl; yoke - joke;
yark - jarred
E - Sentences with /j/ and /dʒ/.
1. Yes, Jess will go to Yale.
2. He ate yams and jam.
3. He has yet to eat the yellow jello.

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To accompany Video Tape Lessons #26 & 27.

AUDIO TAPE STUDY GUIDE - GLIDES /r/ AND LATERAL /l/

Part I. /r/ as in run. red, berry, far.

Exercise A - Words with /r/ phoneme:
red, arrange, reward, return, very, berry, parent,
rat, read, road, rite, ram, robe, real, rake, rid

B - /r/ is voiced, but after a voiceless consonant it tends to be voiceless at the beginning of the sound:
tree, free, cream, pray

C - /r/ takes on a fricative quality after a fricative sound:
fry, three, shrimp

D - /r/ with blends:
approach, practice, bright, afraid, crisp, grain,
train, address

E - Do not add the schwa between an initial consonant and the /r/ in a blend:
drink, thrill, treat, three, thread, drew, trail

F - Intrusive /r/: Do not add an /r/ sound at the end: idea, law, umbrella, saw

Part II. /l/ as in look

Exercise A - Common words:
look, melon, fill, colonel, colony, colonial

B - /l/ is silent in the following words:
salmon, calm, walk, talk, almond, half, palm, would,
chalk, psalm, embalm, could, calf

C - Minimal pairs: /r/ - /l/:
rate - late; ray - lay; read - lead; rain - lane;
reap - leap; raw - law; rot - lot; correct - collect;
ram - lamb; wrist - list; rook - look; right - light;
rock - lock; ramp - lamp; rap - lap

D - Syllabic l: The consonant /l/ serves as a consonant at the beginning and middle of a word, but functions as a vowel in the final position, especially if the word contains more than one syllable: little, bottle, oriental, tunnel, cradle

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To accompany Video Tape Lesson #30.

AUDIO GUIDE - NASALS /m/ /n/ and /ŋ/

Part I. /n/ as in no

Exercise A - common words with /n/ phoneme
not - running - run - knife - know - knew - knowledge
B - minimal pairs - /n/ and /m/
gin - Jim; dine - dime; cone - comb; line - lime; ran - ram; gain - game
C - Minimal pairs /n/ and /l/
no - lo; nob - lob; kneed - lead; night - light
D - Minimal pairs - /n/ and /ŋ/
been - bing; win - wing; sin - sing; kin - king; ran - rang; tan - tang; run - rung; fan - fang

Part II. /m/ as in me

Exercise A - Common words with /m/
me - climbing - clam - autumn
B - Minimal pairs /m/ and /ŋ/
bam - bang; ham - hang; swim - swing; hum - hung; slam - slang; clam - clang
C - Sentences with nasals
1. Hang the ham on the tree.
2. See the swing near the swimming pool.
3. The clams were dropped with a clang into the pot.
4. He will win the running contest.

Part III. /ŋ/ as in sing and thing

Exercise A - Common words: king, long, running, singing, thinking
B - Rules for the sounding of /ŋ/

Rule 1: When "ng" is at the end of a root word, you do not pronounce the "g": sing

Rule 2: When an "ng" word adds a suffix

Rule 3: The "g" is pronounced in "ng" words for comparative and superlative degrees: stronger . . . strongest

Rule 4: In words of two or more syllables, the "g" or "k" are pronounced after the /ŋ/, when they start a new syllable: English . . . finger

Rule 5: When "nk" or "nc" words end a syllable, it is pronounced /ŋ/: bank . . . thinking

C - Sentences using nasals
1. The bee stung the king on his long nose.
2. The youngest and strongest boy will win the race.
3. Sons about spring were sung among the flowers
4. The singing soprano sounded like a screeching bird.

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To accompany Video Tape Lessons #31 & 32.

AUDIO STUDY GUIDE - DIPHTHONGS /aɪ/ as in I
/ɔɪ/ as in oil
/aʊ/ as in cow

INTRODUCTORY REMARKS

Part I. /aɪ/ as in I

Exercise A - Common words for the /aɪ/ phoneme. (student repeats)
like, fly, lie, aisle; height, high, cry,
dine, tire, mind, deny, pipe, alive, fright
B - Minimal pairs (student repeats) /aɪ/ and /ɔɪ/
liar - lawyer; vice - voice; pint - point; tie - toy;
I'll - oil; bile - boil; rye - Roy

Part II. /ɔɪ/ as in oil

Exercise A - Common words with /ɔɪ/ phoneme. (student repeats)
oil, joyful, boy, choice, coin, spoil, toil,
toy, poison, voice, lawyer, employ, noise
B - Minimal Pairs /ɔɪ/ and /ɔ/.
toil - tall; noise - gnows; boil - ball; soy, saw;
foil - fall; joy - jaws; broil - brawl; oil - all

Part III. /aʊ/ as in cow

Exercise A - Common words with /aʊ/ phoneme. (student repeats)
cow, house, ouch, down, mountain, gown, shout, hour,
towel, bounce, proud, loud, around, crowd, couch,
doubt, pout, mouth
B - Minimal pairs /aʊ/ and /ɑ/ (student repeats)
down - Don; our - are; outer - otter; shout - shot;
cloud - clod; doubt - dot; pound - pond.
C - Constrast among all diphthongs (student repeats)
sign - sow - soy; buy - bow - boy; lie - loud - loin;
tie - tout - toy; high - how - hoy

Part IV. Review of the fourth diphthong we studied earlier: /ju/
/ju/ as in you

Exercise A - Common words with /u/ (student repeats)
union, few, unity, eulogy, beauty, value, usual, use,
United States, uniform, refuse, funeral

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STUDY GUIDE TO ACCOMPANY INTRODUCTION TO THE COURSE: PART I

Outline

I. General Introductory Remarks: a) course
b) philosophy
Name of the Course - Phonetics and Pronunciation
5 units
Speech 58

II. Television limited medium

III. Difference between criticize and correcting

IV. Three different locations
  Language Lab
  Skill Center
  Assigned room with instructor
Set sequence of lessons

V. Intonation and rhythm

VI. Grading

VII. Definitions and meanings

VIII. Conclusion and Summary

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I. GENERAL INTRODUCTORY REMARKS

H. L. Mencken once pointed out there is always an easy answer to every human problem: simple, plausible, and wrong.

A human problem with which I've been concerned has been the correct pronunciation of English for non-native speakers. Now there are many easy answers to this problem--some of them are simple:

> "Don't worry, you'll improve after a few years and you'll catch on."
>
> Or you might be told, "All you need is a series of tapes to show you how the sounds should be made and you can practice all you wish."
>
> OR you may be told to take English classes so you can learn how to speak in grammatically correct sentences.

All of these answers are simple, plausible--now plausible means that when you first hear something it appears to be true, but sometimes it may not be although there is no implication of deliberate deception.

So, it sounds fine to be given all of this advice about pronunciation, but each one by itself is wrong. Taking a class in grammar and sentence construction is very important for you, but it will not teach you how to pronounce English sounds.

Our program is made to teach you pronunciation without pain, without tears, but with practice. The practice will be done with a tutor so that you will be given direction if you are making the sounds correctly. You will not be asked to memorize rules, nor will you be asked to memorize linguistic descriptions. You must learn the correct sounds of English language and use the specific procedure we will recommend.

II, TELEVISION LIMITED MEDIUM

Television is a limited medium for teaching a language because it has a one-way format. I am presenting the lesson and I cannot see nor can I hear your responses. In order to learn a language, you must have someone to hear your responses. You must have someone to practice with, you must follow up and do the specific lessons given. It is with practice and practice always with the tutor or teacher leading you and correcting you.

III. DIFFERENCE BETWEEN CRITICIZE AND CORRECTING

Let us talk about the difference between correcting you and criticizing you. When the tutor or I will correct you. For example, when you say "fazer" for "father" we are pointing out the sound you are incorrectly substituting for the correct English sound. We will show you the difference between the /z/ and the /th/ sounds.

You will observe yourself in a mirror; you will hear the difference on the tape recorder.

Criticize means we are judging you in a disapproving, unpleasant way. . .somehow we get the idea that criticism is personal and unpleasant. It diminishes our humanity, be it by word or action. Actions as well as words=disapproving.

To correct means to change from wrong to right, to remove error from something, to point out errors, to make conform to a standard.

I prefer to use the word correct instead of criticize--we do not disapprove of you personally, we do not diminish your dignity or self respect. We will not criticize or rebuke you because you have these sounds mixed up. We will not think any less of you. We know you are here because English is not your native language and you wish to learn to pronounce it correctly. For you native speakers, you are here to improve your native tongue.

So, the word we emphasize is correct and not criticize. Your tutor will answer any questions about the lesson or about any word you hear during the day that you do not understand.

Let me emphasize you must do all the steps of the program to learn English if you are a non-native speaker. You can't just listen to the tapes--you must use your study guides and follow along with both the audio tapes and the video tapes. You must meet with your tutor at least twice a week. You must attend a class with the instructor once a week. So, learning English cannot be done with you and the television set alone.

Before I give the actual procedure let me remind you that this is a program specifically set up to assure success for the student. I always tell my classes that I don't play the game, "I've got a secret" or "Let's make a deal". You are to participate in the ways prescribed and you will improve surely as the woven sun follows the rain drops, or as surely as the birds use their wings to fly.

When you follow the set procedure you are assured a letter grade of A, B, or C if you participate completely and fully in the program.

The emphasis will not be on earning a grade, but learning how to speak the English language.

IV. THREE DIFFERENT LOCATIONS

Instead of being in one classroom, you will be in three different places for this course.

First, you will be in the Language Lab that is located in the left side of the Library building. Here you will listen to audio tapes and video tapes. You will not go in and listen to a random sampling of tapes, but specifically assigned tapes. With each tape you will be given a study guide.

In the Language Lab you will first listen to audio tapes that you use with the tape recorder. By using listening tapes you are building audotory awareness which is simply becoming aware of the sounding of the phonemes. Just like anything else dealing with human experiences, we differ widely in how we hear sounds around us. Some of us can delight in the soft falling of snow up at Lake Tahoe, others have greater delight in the outrageously loud rock music.

English sounds have distinctive auditory characteristics and we will study them systematically. You can be highly intelligent and not have sharp accuity for sounds. In order to learn to pronounce sounds, you must first be able to hear the difference.

Besides hearing the sounds, great importance is placed upon analyzing the full details of spoken language so that you can recognize with certainity the exact characteristics of pronunciation, stress, intonation, and other attributes of speech. Only on this basis can the speaker actually become aware of speech and learn to control consciously, as he must his own patterns of speaking.

What we do is direct our attention toward the sounds of speech and develop the ability to hear speech analytically--both of these we can do because it calls for no skill or ability which the average person cannot develop.

We have been reading and writing for so long that we think or visualize the word as it is written or spelled. We will concentrate on how a word sounds--that will be the very basis of our study. We will gradually learn to think in terms of sounds and use IPA.

You will go to the Skill Center and there you will be assigned a tutor. You will meet with the tutor at least twice a week and specifically follow thru on what you listened to and watched on television. You will use study guides for practice as well as the text book. There is no charge for the tutoring. It is a part of the course and you do not need money to pay for it. The tutoring part is important because if you are not given information about how you are pronouncing the sounds you may well be practicing the wrong way. You may be reinforcing the wrong patterns. Be sure you agree when and where you are to meet. If you are unable to meet, call the Skill Center to let them know.

The tutor will keep practicing with you until you can hear and produce the correct sound. The tutor will provide enough practice in small groups and with the tape recorder so you will be able to hear and produce the sound you are studying.

The third locations you will take the course is in the assigned classroom where you will meet with me, your instructor. Consult your schedule of classes for the exact room.

V. INTONATION AND RHYTHM

Our instruction will emphasize ORAL REPETITION of sentences so intonation and rhythm of English will be learned.

The stress patterns of a language are just as important as learning the correct sounds. Each language has a rhythm of its own and your intelligibility in English will depend upon this.

Of all the difficulties in pronunciation between two languages, rhythm is often the most noticeable.

"I am going to school." American rhythm of starting low and ending with high-low. Do you hear the inflection of high-low on the word "school." I start high and glide to low pitch.

A non-native might san "i AM goING TO school."

Here we are talking about stress patterns in sentences that shows the natural rhythm of the language.

Closely tied to this is the stress we find in an individual word. Words of one syllable do not take any stress marks. But in words of two or more syllables, accent marks are used. If the stress is in the wrong syllable, you will have an error in pronunciation.

Giving proper emphasis to stressed syllables and making them recur rather regularly within a thought group is the very basis of the language. The stress marks we will use are as follows:

In the word hotel, we would show the accent on the first syllable by putting the straight bar above the word BEFORE the syllable; secondary stress is shown with a bar below the line before the syllable.

Examples:

hotel

menzel

economy

economize

project

project

Stress always applies to whole syllables. A stressed syllable is pronounced with greater amounts of energy. Stress involves pushing out more air from the lungs and sometimes extra activity in the laryngeal muscles.

So, stress cannot be defined in terms of loudness alone because some sounds naturally have more acoustic energy. A rise in pitch is an important characteristic of stress.

So, the best way to learn it is by imitating your tutor and instructor by repeating sentences.

Sentences are important because we do not speak in single words, but in thought groups of several words. You can use question and answer drills with the tutor asking a question and you giving the answer. Be sure you bring any questions about any of the tapes, or about any word you hear that you do not understand.

VI. GRADING

So many students are concerned about grading. Grading is not a mystery in our class. YOu will know what is expected of you and so long as you attend to all the different requirements of the course and you participate completely and try with earnest effort to improve you will be given not only a passing grade but a good grade.

SO: If you listen to audio tapes USING GUIDE and
If you listen to video tapes USING GUIDE

You give me offial notice of doing these two by signing the last page and handing it in to the Language Lab (read sheet).

If you meet with your tutor,
If you meet with your instructor, and
If you will do all the work assigned; the natural result will be improvement in English as well as a good grade.

All tests will be graded immediately and those tests become the study session of your next meeting with the tutor. You will be given a test almost every week, so you will accumulate your grade in addition to midterms and your final examination.

VII. DEFINITIONS AND MEANINGS

It is important, also, for you to know that all of our work together is rooted in meaning. I do not use nonsense syllables for practice because it would be confusing for you; if we use words you do not know, ask for the meaning.

With this process, students, you will not only learn how to articulate sounds; but you will learn meanings. You will increase your vocabulary as well as learn the sounds of English.

VIII. CONCLUSION AND SUMMARY

This concludes Part I of the Introduction of the Course.

STUDY GUIDE TO ACCOMPNY VTR: INTRODUCTION TO COURSE- PART II

Be sure the study guide is in your hands before you turn on the television.

Write on the study guide all you wish.

If there is a part of the tape that you do not understand be sure to mark the same part on the study guide.

If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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?

STUDY GUIDE TO ACCOMPANY VTR - INTRODUCTION TO THE COURSE PART II

OUTLINE

I. Review of Part I (Summary and conclusion of Part I)

II. INTERNATIONAL PHONETIC ALPHABET

III. Phonetics

IV. PHONEME

V. Words and terms on facial diagram

VI. SUMMARY*

*We did not have time to do the summary on the videotape.

I. REVIEW OF PART I

Instruction is in the mechanics of ariticulation, so word can be pronounced.

A word or caution--words can be great deceivers, but thought is not. What I mean here is that you will need to concentrate and apply your thought and will and attention to the work.

All the tapes--be they professionally made or made by amateurs--will not help you unless YOU apply yourself and PUT IN THE TIME.

Sometimes when we have situations such as taking this course, we deceive ourselves in thinking that somehow by sitting in a seat we will be changed.

Of course this is not so. . . don't fool yourself that your speech patterns will change unless you actively participate. Remember further that everything about the course is set up for you and for your success. If you are having problesm, you must tell us. HAVING PROBLEMS IS PART OF THE EDUCATIVE PROCESS. If no problems arise, one wonders if education is happening. The emphasis is upon the student learning and not the instructor teaching.

My approach to the study of pronunciation is not the only way that works. All I'm saying is that it works for me. After participating in the course, notice I didn't say "taking" the course, all the pieces will fit together. The various components of the phonemics of our language will come together to give you an awareness and understanding of the process we call American English pronunciation.

This awareness, along with Information and large measures of encouragement, will be the background for your practice and your paractice will be the basis of use of English (spoken) in your everyday situation.

Now all of this cannot take place in a single quarter. Learning new speech habits as an adult is a relatively slow process for the non-native speaker. There is no magic way nor is there the set of ten easy lessons for you to gain mastery of English speech. Put your full attention and concentration on listening and learning and speaking.

YOU'LL be surprised at the result.

II. INTERNATIONAL PHONETIC ALPHABET

One of the main ideas I want you to understand is that we will use a different alphabet for our study of pronunciation. You have already used the Roman alphabet in reading, writing, and spelling. This is the traditional alphabet used in the English language.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Here we have 26 letters to represent 45 sounds in English, and in reading and writing they form 2,000 combinations to produce these 45 sounds. Phoneticians differ in actually how many sounds because it depends upon how you classify them. They speak in terms of 40 to 45.

But, actually only 23 letters in the regular alphabet are used because three letters are duplications.

"c" takes "s" sound as in cent
"c" takes "k" sound as in candy

"q" takes "kw" sound as in quit and quiet

"x" takes "ks" sound as in excite
"x" takes "gz" sound as in examine
"x" takes "z" sound as in xerox

So, we actually have 23 letters to represent the 44 or 45 sounds.

You can see why there is so much confusion when it comes to pronouncing English. We simply do not have a single sound to represent a specific letter in the alphabet.

food -

phone -

tough -

All of these three words have /f/, but three different spellings are used.

We will use a new, different alphabet for you. It is the INTERNATIONAL PHONETIC ALPHABET, and it is based upon HOW a word SOUNDS, not how it is spelled.

Most of us have been reading and writing for so long that we THINK or VISUALIZE THE WORDS as they are written or spelled.

We will gradually learn to think in terms of how it sounds and use corresponding symbols for the pronunciation of the word.

The beauty of the IPA is that only one single symbol stands for one single sound. To simplify the material for you because our emphasis will be to learn oral or spoken English, we have shortened the IPA omitting what we consider duplications or those sounds that are not standard general American pronunciation.
Please understand that my shortening the IPA is simply my preference and if you were to learn it elsewhere it would be longer.

Observe with me that there are only few completely new symbols you will have to learn:**

In the vowels you only have four:

In the consonants you have only:

voiced and voiceless th

fricatives sh as in ship

as in television

affricates ch as in church

d as in judge

We show individual phonemes or sounds when we put them by themselves between two slanted lines. This shows the sound by itself. / /
/f/ /r/ /u/

When we transcribe or write a representation of spoken English, we put it in brackets.

box transcription:

think transcription:

beauty transcription:

**More than half of these are ordinary letters of the English alphabet or familiar variations of them.

Silent letters are not transcribed because they are not heard:

lamb

calm

Double consonants usually do not mean the sound is pronounced twice, so you write it one.

sitting

wedding

We will find many words that are spelled differently, but sounded the same. . . of course in phpnetics they would be written the same.

Or a word may have more than one definition, but if it is sounded the same it will be transcribed the same.

examples: sent

scent

ccent

The above three have three different meanings and spellings. They would all be transcribed the same in phonetics, however, because they sound the same.

examples: bare

bear

Sound the same and spelled differently, but pronounced the same so they are transcribed the same.

You can tell by the context of the sentence, that is the arrangement of thought groups into words, in the sentence what the meaning is.

You have BARE feet.

The BEAR ate the food at camp.

III. PHONETICS

Phonetics is the study of sounds of speech as they are mede by a person and heard by another. We analyze how they are made, how they are classified and described, and study each sound in relation to other sounds. So, phonetics is concerned with spoken language.

IV. PHONEME

Phonemics is a study of significant sounds of a given language. We identify those phonemes of our language, which, when combined with other sounds, represent meanings to the listeners of that language.

So, we break down language into its meaningfully different or significantly different sounds.

In Phonemics we recognize the difference between two spoken words such as

cut and cat

And to understand these two pronun ciations we have to distinguish between the two vowel sounds.

In this case we can see the different vowels produce separate and different meanings. This is why we call our approach phonemic.

Phonetics: Set of symbols for spoken language, one symbol for one sound.

Phonemics: Symbol system based upon significant differences in a given language.

Phonics: The study of English sound and symbol system using the Roman alphabet. This is useful in reading, writing, and spelling.

Phonetics uses a different alphabet for the study of pronunciation or spoken English.

A phoneme is a basic unit of sound, that is distinctly different from other units of sounds. A phoneme has sound and resonance and articulatory features that tell us how to distinguish between spoken words.

example:	/p/	In the word pay, the /p/ is followed by a vowel, so it is ASPIRATED, it is made with a puff of air being expelled.
		In the word cap, the /p/ is at the end of the word and it does not have this aspiration.

Both of these sounds are the phoneme /p/. The second one is an allophone of /p/ which means it is a slight variation, just like light blue is a slight change from blue in colors.

A sound belonging to a given phoneme in one language does not necessarily belong to the same phoneme in another language.

A phoneme has been defined and redefined and phoneticians are still discussing it. For our purposes a phoneme is the smallest functioning unit of sound that has distinctive acoustic features.

(see pg. 74 and 75 in WISE)

STUDY GUIDE TO ACCOMPANY VTR * Introduction to the Course-Part III

Be sure the study guide is in your hands before you turn on the television.

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If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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STUDY GUIDE TO ACCOMPANY VTR INTRODUCTION TO COURSE: PART III

I. Review of Part II

II. American Dialects - Introduction and General Remarks

III. Three American Dialects
    General American
    Eastern American
    Southern American

IV. Characteristics of General American and why it is chosen for our study

V. Standard English and substandard English

VI. Summary of Introduction - Parts II - III - and I *

*Follow the video tape and take your own notes.

I. REVIEW OF PART II

Summary of requirements:

1. Register for Speech 58
2. Buy the text from the book store. Ask for the present text for speech 58. It is clearly marked on the shelf of the bookstore.
3. Listen to audio tapes using the study guides. Language Lab**
4. Listen and watch the video tapes as assigned using study guides.
5. Practice with your tutor at the Skill Center at Least 2 times a week. You will be assigned a tutor during the first week of class. Follow up specifically on the material on the tapes with your tutor.
6. Meet with your instructor once a week and complete the assignments and tests.

II. AMERICAN DIALECTS

There are three main speech regions in the United States:

Eastern American
Southern American
General American

Actually this designation is an oversimplification of the speech regions of the U.S. The boundaries are not clearly designated, nor are they exactly located. The major difference among American dialects is how the vowels, especially /a/ and the /r/ are articulated. There are hundreds of minute differences in how sounds are made and how words are pronounced and what vocabulary is used, but they are MINOR. The important thing is that we can understand each other.

We are probably the only nation on earth in which one can travel 3,000 miles without encountering serious difficulties of oral communication. Regional differences exist; Georgia natives, our president Carter for example, speaks differently from a native of Maine, but unless the speech is deliberately exaggerated, there is no barrier to communication.

**Language Lab is opened form 8:00 a.m. to 10:00 p.m. at night.

Received pronunciation means it is heard or received in the "best social circles. It is an accent of social standing used by parliamentary leaders, banks, industrialists, and professionals.

In England they have an accent based upon social status. This is the English Received Standard Pronunciation. It is known as R.P. for short. It was kept alive in private schools as prestige accent.

Received standard now reflects the type, not the degree of education, so it is definitely a minority education that is identified with the accent.

In England, many people speak Regional Dialects, so different from each other that they impede general communication. Different dialects prevent people from understanding each other. Because of the barriers to communication created by the different accents, English people readily accept the notion of a standard British pronunciation which goes beyond and replaced regional dialects.

They are willing to learn it by intensive effort in school and elsewhere. Although probably less than 10% of the British population speak Received Standard British originally, it is universally accepted as desirable by the mass of the population.

In America, it is different because E.A., S.A., and G.A. are heard among educated people. Anyone of these dialects is acceptable so long as substandard usage is not used.

drounded instead of drowned

Some vocabulary differences are heard from area to area. A sweet roll in New York is called a snail in San Francisco. But, again these differences are minor and are learned with the usage of that particular area.

We will speak and teach the General American pronunciation because it is spoken in this locality in the western part of the U.S. It is spoken by 3/4 of the population. Gradually it is spreading in usage, perhaps it is the predominant speech used on radio and television.

General American dialect is a term undergoing some change because careful study of American dialects indicate several variations within General American. Still it is the accent of the majority of the people. Its importance lies in its inclusiveness and not exclusiveness as in the Received Standard. It is not an accent of social standing.

III. THREE AMERICAN DIALECTS

Standard English

So, standard English, which means the English spoken by the well educated people in the U.S. can be the Standard Eastern dialect:

New England states

Philadelphia

New York City

Standard Southern dialect:
Southern states from Atlantic Ocean to Texas

General American Dialect:
Northern and Western U.S.

V. STANDARD ENGLISH AND SUBSTANDARD ENGLISH

Nonstandard English is that spoken American English that is different from standard.

Wise: "Substandard is defined. . .as less cultivated and less acceptable speech. (p. 183). pg. 189: More accurately the term substandard applies to specific pronunciations that do not measure up to standard, rather than to an individual's speech as a whole. Actually a person's speech may be mostly at the standard level, with only a few words or classes of words pronounced in a substandard way. Many times the difference between G.A. speech and substandard speech is slight. The difference may be between intonation, or phonetic characteristics.

Many examples of substandard speech as far as grammar is concerned, when people say: He throwed the ball instead of
He threw the ball.

This error comes from the way the person pronounces "Rowed".

He rowed the boat, is correct

The person doesn't know that "He throwed the ball" is incorrect.

What we are concerned with and what I will refer to is substandard usage in pronunciation.

If you say [wɔrʃ] for wash [wɔʃ]

If you say [kɔrʃəs] for cautious [kɔʃəs]

these are substandard for wash

and cautious

Thomas - standards of pronunciation

Examples of substandard speech

1. Tendency to substitute /i/ for standard /I/ in the stressed syllables as tradition

Substandard:

and initiate

incorrect use of /i/.

2. Tendency to use .n. for .ng. in length.

for

either one is standard

3. Tendency to use /I/ for schw in:

substandard

such for

just for

judge for

See Wise - pg. 189 for further information.

Cities develop usages of their own, regardless of the rural section in which they live. The use of /d/ for the /th/ is unkown in General American speech outside the large cities.

this

that

or /t/ for /th/

thing

Sometimes pronunciations have become obsolete and no longer used. When the obsolete form is used, it becomes substandard.

afeared for afraid

et for ate

deef for deaf

theirn for theirs

So, we can see that substandard speech has expressions, usages, and pronunciations found among the uneducated members of a community. This speech sounds careless and one is reminded that less attention has been given to the language because it sounds uncultivated and sometimes slovenly.

Remember, we in the U.S. do not have a socially preferred standard of speech as does England, nor do we have a preferred standard of speech based upon geography.

When some people heard President Kennedy speak with his Eastern dialect they assumed this was the correct English for the U.S. Of course, that isn't so. President elect Carter's speech is the Southern dialect and it is as acceptable as General American or Eastern. Standard speech is the normal speech used by the educated members of your community, it is the usage found in books, newspapers, and magazines you read. Standard speech is neither affected, uneducated, nor illiterate.

Students frequently ask me how they are to know what speech to use. Your best guide lines are to listen to the educated people around you, learn to use the dictionaries discriminately, and to gradually adopt the speech of those cultivated people who use standard speech in both formal and informal situations.

Dictionaries record General American usage with references to Eastern and Southern usage. The bases on which dictionaries are built are the speech patterns of literate speakers in the central middle western, northwestern parts of the U.S.

Colloquial:
Remember that colloquial does not mean local, is the speech we use in conversation and informal writing. It is found in the classroom, business conferences, dinner tables, and everyday situations. It is universally used except by uneducated speakers. You hear more unstressed syllables and use of contractions in colloquial speech, but it and formal are both functional varieties of what we call standard American speech.

CHECK LIST FOR VTR - INTRODUCTION TO THE COURSE - PART III

I am signing my name to this paper to show that I have watched this video tape for the sounds shown above, and I have participated in the lesson by using this study guide.

Student's Name ______________________________

Today's Date ______________________________

Fall - Winter - Spring Quarter (Circle One)

Signature or initials of person receiving this sheet: _______

STUDY GUIDE TO ACCOMPANY VTR - /p/ and /b/ #4

Be sure the study guide is in your hands before you turn on the television.

Write on the study guide all you wish.

If there is a part of the tape that you do not understand, be sure to mark the same part on the study guide.

If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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CHECK LIST FOR VTR - /p/ and /b/

I am signing my name to this paper to show that I have watched this video tape for the sounds shown above, and I have participated in the lesson by using this study guide.

Student's Name ____

Today's Date ____

Fall - Winter - Spring quarter (circle one)

Signature or initials of person receiving this sheet:

STUDY GUIDE TO ACCOMPANY VTR - / p / - / b /

Study Guide Format

I. General Information
   A. What materials are needed
   B. Preview of the lesson
   C. What steps should be taken before lesson

II. Linguistic description of the phonemes
   A. How phoneme pairs are made
   B. What are the allophones for these sounds:
      What slight differences can be recognized within the phonemes.
      As humans, we all make sounds slightly different.

III. Minimal Pairs - review: oral and aural

   A. aural - pertaining to the ear or to sense of hearing.
      Latin: auris means ear
   B. oral - uttered by the mouth; spoken - oral cavity
      Latin: or means mouth

In the audio tape, you have been given exercises to recognize aural differences between /p/ and /b/. That is, we gave you pairs of words and you listened to find the clear distinctions between

pen - Ben
pail - bail

You must make these contrasts before you'll learn to pronounce. Now we are taking the second step in the learning process by pronouncing these same minimal pairs to distinguish clear contrasts or striking dissimilarities in how they are said. These dissimilarities help us recognize the symbols which are memory clues to help us distinguish between sounds. Different symbols mean different sounds which in turn give us different meanings.

So, we recognize the characteristics of these sound units as they are found in meaningful contrast with each other in our language.

cap - cab Did he find a cap?
Did he find a cab?

pail - bail Where is the bail?
Where is the pail?

IV. Orthography-how the sound is spelled in our Roman alphabet, what it looks like in spelling. initial, mediam, final position. Peculiarities of our language.

V. Conclusion and Summary

I. You have already listened to the audio tape for stop-plosives /p/ - puppy and /b/ boy.

II. You may have met with your tutor in the Skill Center for practice with the auditory exercises.

III. Now: be sure you are comfortable and you have in your hand: Study Guide to Accompany VTR - Stop Plosives /p/ - /b/
Important: Have a pen/pencil ready so you can actively participate in the work of this lesson.

Listening is an active, dynamic interaction with the person speaking. If it is passive and you don't actively think, write, and pronounce chances are you will not learn as rapidly as you might.

With each lesson we will focus on two phonemes i.e. p-b, so WRITE the symbol for sound each time I pronounce it.

These phonemes along with /t/, /d/, /k/, /g/, and /m/ are classified as stop plosives. As you know, American consonants are grouped as to the place and way they are articulated and the presence or absence of voice.

We find out the position of the articulators: tongue, teeth, lips, palate, and jaw; and we describe how it sounds: its acoustic value.

We also call them bi-labial sounds:

bi: means two
labia: means lips
So, lips come together. When they are pronounced they are orally sounded--from the mouth.

There are three steps in the actual pronunciation:

Step #1 - Two articulators are in contact (lips) called IMPLOSION.

Step #2 - Slight pressure of the breath builds up behind the point of contact or the place where contact is made. While lips are closed, the velum is also closed, so no air escapes thru the nose. The build up of air pressure in the mouth or oral cavity requires exceptionally tight closure of the velum, called COMPRESSION.

Step #3 - When the contact is relaxed the sound is exploded, called PLOSION.

So, breath stream is interrupted and held back by the articulators coming together and then released.

Allophones of /p/ - slight variations of the sound that we recognize, but not so different that it becomes another sound.

/p/ in final position and
-when /p/ is followed by /t/ and /k/
-when /p/ comes after /s/, it is a STOP and is not aspirated.
Examples:
final - keep hiccough

followed by /t/ of /k/ - slept slapped kept

after /s/ as in - Spain spell

The /p/ is not a plosive because we close the lips as we finish the vowel, and have a choice between opening them or leaving them closed at the end of the word.

So, /p/ is always a stop, and not always a plosive.

When /p/ is pronounced at the beginning of stressed syllables such as pie and apply, we notice a slight rush of breath known as the ASPIRATE to make it a plosive.

These are called allophones or allophonic differences that do not make a big difference in your pronunciation. We call it to your attention because with students who speak French and Italian and some dialects of German and the language of the Marshall Islands, these allophones cause difficulty. Allophonic variants, when substituted for each other, do not make for meaningful differences in a word. Phonemically different sounds, when substituted for each other, do make all the difference. Entirely separate words are produced with separate meanings.

Think of all the allophones as a different shade of the same color, such as royal blue and baby blue are still shades of the color blue.

When 2 phonemes differ by only one distinctive feature, they are known as being minimally distinct from each other, or we say, they are cognates.

/p/ puppy is the same as /b/ boy with the exception that the vocal cords vibrate with the /b/. (Show with fingers on neck)

Minor differences are that the lip closure is more relaxed for /b/ and there is lesser degree of breath pressure so it is not as breathy as /p/.

Since problems occur especially among the Spanish and German speaking, we need to tell the difference between the two cognates.

In English, the /p/ and /b/ are pronounced with the exceptions that I will give you.

Generally when you see /p/ or /b/ you can pronounce it.

MINIMAL PAIRS

BE sure you write the symbol for the sound as we pronounce it. Remember, symbols are memory clues to help us distinguish between sounds.

/p/ - /b/
cup - cub

cop - cob

pig - big

rip - rib

pill - bill

park - bark

pat - bat

peas - bees

pin - been

pear - bear

pull - bull

palm - bomb

putt - but

post - boast

Minimal Pairs

/p/ - /f/

pan - fan

puppy - puffy

pound - found

pine - fine

cheap - chief

peel - feel

past - fast

pig - fig

pill - fill

pool - fool

/p/ - /t/

pen - ten

grape - great

steep - street

poor - tour

pap - tap

top - tat

hip - hit

Orthography or what /p/ looks like in words in regular spelling in our Roman alphabet:

initial position: pie - party

medial position: upper - suppose

final position: top - stop

Letter "p" is silent before other consonant in words of Greek derivation as

pt   pn   ps

/ph/ as /f/ when "ph" is found in a single syllable, the combination is pronounced /f/ all of the time with the exception of "ph" in Stephen.

physician

phase

phoneme

physical

phone

symphony

pharmacy

phobia

Philliphines

When "ph" appears in successive syllables as in:

shepherd

uphill   the /p/ is pronounced

/p/ pronounced but not spelled:

comfort	between m and f
lymph	between m and ph
warmth	between m and th
dreamt	between m and t

You would put the /p/ in your phonetic transcription because it is heard as a sound.

Minimal Pairs

Return to the minimal pairs that we did for /p/ - /b/ and reverse them for practice with the phoneme we are now emphasizing which is /b/.

Be sure you practice these with your tutor and put them in sentences especially.

/b/ - /v/

berry - very

bent - vent

have it - habit

robbing - roving

robe - rove

best - vest

ban - van

bail - veil

/b/ is silent when it is followed by /t/

subtle

dougt

debt

/b/ orthography - how does it look in words

Initial position: boy best boat
Medial position: baby robber obey (transcribe only 1 "b")
Final position: rob stab grab

Note: /b/ is NEVER pronounced /v/ in English as sometimes in Spanish.

But, there are some words with the /b/ silent such as when it follows /m/.

comb

dumb

lamb

womb

plumber

climb

limb

numb

Note: Certain words from the Old English such as limb and numb never had a /b/ sound and were spelled "lim" and "num". After pronunciation of /b/ was dropped from words as climb and lamb, the /b/ was added to the spelling of limb and numb. This process is sometimes called reverse of inverse spelling.

This concludes our video study of the stop plosives /p/ - /b/.

Repeat the video if you wish.

Be sure to practice the audio tape, especially the minimal pairs of b/v. Bring your questions and suggestions to me when we meet for our weekly session.

When you go to the skill center, have the person there check your pronunciation.

Follow up specifically on this lesson so you can proceed to the next one.

Above all: engage yourself completely in all of the processes:
audio, video, skill center 3 times weekly, and your session with me.

STUDY GUIDE TO ACCOMPANY VTR -/t/ and /d/ #5

Be sure the study guide is in your hands before you turn on the television.

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STUDY GUIDE TO ACCOMPANY VTR /t/ - /d/

I. General Information

II. Linguistic description - Allophones

III. Minimal Pairs - Common Problems

IV. Orthography

V. Conclusion and Summary

You may stop this tape at any point and go back over it.

The phoneme pair /t/ and /d/ are of special interest in our study of phonetics from two points of view:

1. /t/ is one of the three most frequently used consonants in English.
2. /d/ ending is added to form the past tense for words such as tug which becomes tugged.

/t/ - /d/ are considered as quite stable for speakers, Although poor articulation of /t/ is one of the commonest characterists of substandard speech. If they are misarticulated, they will be replaced by labial stops such as /p/ and /b/. The alveolar placement becomes labial.

You produce these phonemes in the same way as you do the /p/ and /b/, but INSTEAD of momentarily trapping the air by holding the lips together and closing off the nasal passages with the velum, you trop the air by placing the tongue on the surface of the alveolar or gum ridge just behind the upper teeth.

You have the three motions or actions as you do with the other stop plosives:

implosion

compression

plosion

implosion--The tongue tip comes in contact with the rum ridge.

Compression--Slight pressure of the breath builds up behind the point of contact. The velum closes off the air passage to the nose, so there is a build up of air pressure in the oral cavity.

plosion--When contact is relaxed, the sound is exploded.

The allophones of /t/ are too numerous to discuss here. Consult the back of your study guide for information on this. In other languages the /t/ (and other voiceless initial stop consonants) are not aspirated. Speakers of Romance languages and a number of Oriental languages will need to aspirate the initial position more strongly than in their native languages.

MINIMAL PAIRS - COMMON PROBLEMS

/t/	-	/d/
bit		bid
to		do
sat		sad
beat		bead
tip		dip
pat		pad
sight		side
right		ride
wait		wade
bet		bed

/t/	-	/ θ
tin		thin
bat		bath
pat		path
latter		lather
true		through
tree		three

/t/ - /θ (cont.)

team	theme
boat	both
tread	thread
tie	thigh

Common problems with pronunciation of /t/ is that it is OMITTED in many words or even underpronounced.

The /t/ in the final position is not aspirated as much, but it should be heard and not dropped.
e.g. set post

Another problem is dropping the /t/ between two other consonants:

expects affects effects acts rejects

inspects facts

/d/ as in day, ladder, bed
(initial, medial, final)

The spelling of /d/ is fairly regular.

Common problems with /d/ are undue weakening or omission of the sound--just like with the /t/ (These are two of the major problems experienced by native speakers.)

e.g. should not could not would not

Can easily have /d/ dropped from carelessness.

handle friendly sound

Are often weakened to the point of substandard speech.

A common problem with /t/ and /d/ is that in most languages they are dentalized; that is it is made by placing the tongue on the teeth rather than the alveolar ridge. Hence, most foreigners need to learn to raise the level of the tongue contact for this sound.

In our own language, the /t/ and /d/ are dentalized only when they are a part of a consonant cluster followed by /θ/.

We designate dentalization by placing a little mark under the symbol as in

t/d are cognates--that is, they are made essentially the same with the /d/ made with a little less force than /t/ and has little or no aspiration. Both have short duration.

/d/	-	/t/	
bed		bet	
made		mate	
mad		mat	
do		two	
bud		but	
died		tied	
had		hat	NOT ON VIDEO TAPE - For study purposes included.
hid		hit	NOT ON VIDEO TAPE - For study purposes included.
rude		root	NOT ON VIDEO TAPE - For study purposes included.

/d/	-	/b/	NONE OF THESE ARE ON THE VIDEO TAPE -
cad		cab	Included for study purposes only.
cud		cub	
dead		bed	
deed		bead	
darn		barn	

ORTHOGRAPHY

The sound /t/ is spelled with
"t" as in two
"th" as in Thomas and thyme
"pt" as in ptomaine
"bt" as in doubt
"tt" as in bitten
"d" as in walked
"ct" as in indict
"ght" as in bought

The "ed" spelling needs our special attention:

The "ed" suffix in the past tense and past participle of verbs is pronounced:

/d/ if the root ends in a vowel or a voiced consonant other than /d/ as in
played sobbed robed

lived charged screamed

Note: the suffix does not form another syllable.

/t/ if the root ends in a voiceless consonant other than /t/ as in
trapped helped wished slashed

baked reached passed laughed

[əd] [ɪd] if the root of the verb ends in /t/ or /d/ as in

wanted waded waited seated

The general rule here seems to follow a basic law of movement: If the vocal cords are vibrating for a voiced sound at the end of the root word, it is natural that the suffix or ending will also be voiced.

If the vocal cords are not vibrating at the end of the root word, then similarly they will not vibrate for the suffix.

These simple rules must be learned because they can be consistently applied. People for whom English is a second language must memorize the rules and apply them.

Compared with other letters, the /t/ in English spelling has a fairly consistent pronunciation value.

Historical influences upon the English language give us the /t/ in the medial position and here it is not pronounced in these combinations.

e.g. tion as in nation
tial as in partial
tient as in patient
tious as in cautious
stial as in bestial

In these cases, the /t/ takes on another sound entirely.

Instances when /t/ is not spelled, but pronounced are few: We tend to put in /t/ between /n/ and either /s/ or /θ/ , as in

dance

tense

prance

tenth

This is jsut like the insertion of /p/ in warmth.

/d/ consonant clusters in the final position is English.
Words now given are the ones that are used with regularity in ordinary speech. These words occur five or more times in 10,000 words.

belt

heart

stopped

liked

passed

washed

eats

ant

eighth

robbed

watched

Initial consonant clusters:

st as in stake
str as in street
tr as in train

Minimal Pairs

Review: oral and aural
aural-Pertaining to the ear or to sense of hearing. Latin: auris means ear

oral-Uttered by the mouth, spoken-oral cavity. Latin: or means mouth

In the audio tape you have been given exercises to recognize aural differences between /p/ and /b/. That is, we gave you pairs of words and you listened to find the clear distinctions between

pen	Ben
pail	bail

You must make these contrasts before you will learn to pronounce.

Now we are taking the second step in the learning process by pronouncing these same minimal pairs to distinguish clear contrasts or striking dissimilarities in how they are said. These dissimilarities help us recognize the symbols which are memory clues to help us distinguish between sounds. Different symbols mean different sounds, which in turn give us Different Meanings. So, we recognize the characteristics of these sound units as they are found in meaningful contrast with each other in our language.

cap - cab	Did he find a cap? Did he find a cab?
pail - bail	Where is the bail? Where is the pail?

Student: Study minimal pairs for this lesson in your text.

CHECK LIST FOR VTR /t/ and /d/

I am signing my name to this paper to show that I have watched this video tape for the sounds shown above, and I have participated in the lesson by using this study guide.

Student's Name ______________________________

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Fall - Winter - Spring quarter (circle one)

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STUDY GUIDE TO ACCOMPANY /k/ - /g/ VTR #6

Be sure the study guide is in your hands before you turn on the television.

Write on the study guide all you wish.

If there is a part of the tape that you do not understand be sure to mark the same part on the study guide.

If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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STUDY GUIDE TO ACCOMPANY VTR /k/ - / /

Corrections

1. In Minimal Pairs, I say "tagging - tucking." It should have been "tugging - tucking."
2. Also, I said "risk - risked." It should have been "risk - risks."
3. I said "consonants" a - o - u with /g/. I should have said "vowels."
4. /kw/ not included in this video. See text for study.

We are continuing our sound-by-sound or phoneme-by-phoneme analysis of American English with the study of /k/ - /g/.

You are sensitizing yourself to the principles, problems, and phenomena of standard speech. Perhaps for the first time, you are beginning to hear and produce speech sounds accurately. In the IPA, the /k/ is especially interesting because it replaces many spellings of /c/-- in fact, there is no letter "c" in phonetics.

/k/ - /g/ are stops in the same classification with /p/ - /b/ and /t/ - /d/. The air stream is completely interrupted with lips or tongue tip or velum. In the /k/ - /g/, the stop is formed by bringing the back of the tongue firmly into contact with the velum, closing off the nasal passages and compressing the air within the oral cavity. The tongue is suddenly lowered and you have the releasing of pressure into a plosion. Again, then we have three principle actions or activities in the stops: a. implosion   b. compression   c. plosion.

/g/ is the voiced cognate of

Like other voiced stops-b and d-the /g/ has less aspiration, less force or articulation than its voiceless cognate.

/K/ is aspirated at the beginning of stressed syllables, as in come and account; but is not aspirated in other positions. This allophonic difference in breathiness is not a major difference, but students for whom English is a second language have difficulty because their own languages have other patterns of aspirating.

/k/ and /g/ require much activity of the soft palate and the back of the tongue. Sometimes, they are weak since so much activity is required for their production.

e.g. walk look talk

MINIMAL PAIRS

/g/ and /k/

game	came
gold	cold
guard	card
girl	curl
good	could
glass	class
grow	crow
gum	come
tag	tack
pig	pick
bug	buck
rag	rack
grab	crab
sagging	sacking
tugging	tacking
league	leak
dug	duck
legging	lacking

Orthography

Different Spellings

/k/ only - no "c" in phonetics
k - key
ck - kick - takes k when ck is after a short vowel - "sack"
c - When c is followed by a consonant or a - o - u - always pronounced
/k/. Examples: cot, cat, climb, candy, and cub.
c - arctic - always /k/ at the end of word.
ch - chorus - character - If the word comes to us from the Greek: /k/
kh - khaki
cc - accurate - only one /k/
accept - /ks/
kn - k is silent - know - knew - knit - knife
Note: kn is in the same syllable.
kn is sounded when the /n/ begins the next syllable:
acknowledge acne

In /sk/, /skt/, or /sks/ words,often the /k/ is omitted: These are difficult adjustments that you can master and practice.

1. ask - asked

2. desk - desks

3. risk - risked

4. task - tasks

Commonly used /k/ consonant clusters

1. crash - clock

2. school - squeeze

3. milk - bank

4. fix - looked

5. protects - screen

x as the /k/ or /g / phoneme always in medial or final position.

x takes /ks/ when:

a. the x is in final position   fix
b. a consonant sound comes immediately after "x"   excuse

Examples:
wax - /ks/ - in final position
except - /ks/ - consonant sound falls right after x
explode - /ks/ consonant sound falls right after the x
(both of these)
extra /ks/
explain /ks/
excuse /ks/
excite
except

x takes the / gz / when in the prefix "ex", a Vowel comes right after the x.

exactly

examine

example

exist

exhaust (note silent h)

exhibit " " "

/ g / is never pronounced / dʒ / as in George

/ g / as in go
gg as in bigger (one /g/ transcribed)
gh as in ghetto, ghost, at beginning of word
gh in medial position or final position, it takes sound of /f/
laughter enough, but exceptions
gh is silent as in daughter ought fought taught thought
through

When initial / g / is followed by a consonant or by "a", "o", or "u", the pronunciation is quitely reliably / g /.

gate goal gum

A final "g" is usually pronounced / / as in large, marriage, beige, and mirage. (These words borrowed from the French.)

ng spelling: special consideration because there are a number of difficulties with this combination. Students from the middle East have problems with pronouncing the g as in sing.

a. The /g/ is never pronounced in the final position (It was at one time)

sing

Exceptions: longer, longest
stronger-est
younger-est

bring

thing

song (Root words above end in ng and should take /ŋ/, but they do not)

b. When ng appears in medial position of the root word, you do pronounce ng.

angry

language

single

finger

These considerations are general rules to follow although if you are puzzled it is understandable. Numerous exceptions hardly make it possible to make precise application of the rules. Remember that listening to native speakers, especially your teachers and other educated people in the community is a big help in establishing norms or standards for your own speech.

In /gn/, the /g/ is silent - although it was pronounced at one time in our history.

gnaw gnarled

1. champagne

2. campaign

3. assign

4. benigh

5. design

6. resign

7. sign

Sometimes when a suffix is added you do pronounce the /g/ when the /gn/ are in different syllables. Common words that fall in this rule are:

1. dignity
2. insignia
3. malignant
4. resignation
5. signal

Summary

Now you have the essential information you need on these two phonemes. You also have a mental picture of all the stop plosives:

/p/ - /b/ /t/ - /d/ /k/ - / / m=later

You know which are voiceless and which are voiced and you know they are made by trapping the air and exploding it at either the lips, teeth, or velum. In order to make this material your own, to use it, keep your appointments with the Skill Center tutor so you can practice these words in sentences. We don't speak in single word units, we speak in sentences, so you must practice with sentences and imitate the natural rhythm and accent of American English. English has a pattern of starting out high pitch in the sentence and dropping to low at the ends of sentences, on final phrases, and on final words of several syllables.

e.g. I am a teacher.
You are a student.
This is your class.

Note: Pitch lowering at ends of sentences.

Without the practice and your tutor correcting you, you will not noticably improve. Also, discuss meanings of words and use the tape recorders to hear yourself. Learning correct pronunciation of English is not a matter of tricks and games. Suddenly you will not arrive at good, acceptable English unless you participate in the plan we have set up for you.

Learning pronunciation is like brushing your teeth or taking a bath--no one can do it for you.

CHECK LIST FOR VTR /k/ and /g/

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Today's Date ____

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Signature or initials of person receiving this sheet:

INTRO. TO VOWELS PART I

Be sure the study guide is in your hands before you turn on the television.

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Introduction to Vowels - Part I

INTRODUCTION

The Roman Alphabet that we have known since grade school has 26 letters or symbols, and in reading and writing they form 2000 combinations to produce the 40 to 44 sounds.

Actually only 23 letters in the regular or Roman alphabet are used because 3 letters are repetitious. These are built-in confusions that make it difficult for non-native speakers to use our language.

"c" can be replaced or identified by s or k as in cent - candy

"q" can be replaced or identified by kw as in quilt - quiet

"x" can be replaced or identified by ks as in excite

gz as in examine

z as in xerox

So, we actually have 23 letters to represent 44 sounds.

It is even more confusing when we study vowels. We have a total of 15 vowels and 9 diphthongs used in English speech, yet we present them with 6 symbols:

a . . . e . . . i . . . o . . . u . . . sometimes . . . y

You can find 8 diacritical markings for the letter a in different dictionaries. They are:

1. ä
2. ā
3. ā̇
4. â
5. ă
6. ȧ
7. ɑ̇
8. ɑ̆

The reason for the need for these markings just for the letter "a" is that changes in pronunciation occur with no corresponding changes in spelling.

The major change in English pronunciation took place in the time between Chaucer and Shakespeare. This is the period roughly between the years 1300 and 1600. Historians of the English language do not know why such a profound change occurred, but all the long vowels gradually came to be pronounced with higher tongue positions and smaller mouth openings. Those which could not be raised were made into diphthongs.

The word for 5 was pronounced "feef" [fif] and became "five" [faɪv] by Shakespeare's day.

The word root was first pronounced "rota" and then pronounced "rute" [rut].

The word down changed from "doon" [dun] to "down" [daʊn].

This is known among linguists as the great vowel shift. The problem it caused was that the pronunciation changed, but the spelling of vowels stayed the same. The result is a distortion that leaves us with vowel symbols which have no corresponding sounds.

In 1755 Dr. Samuel Johnson published his Dictionary of the English Language in two folio volumes, and the spelling of English has changed ONLY IN MINOR WAYS since that time. So, in 221 years our spelling has changed very little. Now we know why we have a language in which one letter may represent as many as 8 different sounds, and in which one sound may be spelled 15 ways. Our orthography, or spelling, bears little relation to our pronunciation, so we must use a phonetic alphabet. In our case we are using the modified International Phonetic Alphabet.

The vowels have the greatest built-in confusion for the non-native speaker. We will procede slowly, emphasizing the basic principle of any phonetic alphabet that ONE SYMBOL SHALL REPRESENT ONE DISTINCTIVE SOUND -- regardless of how many different ways it may be spelled.

Vowels are the very heart of a word -- both in its sound and its spelling.

DIFFERENCES BETWEEN CONSONANTS AND VOWELS

Consonants are sounded by air that has been obstructed by the articulators passing through the oral cavity.

Vowels are sounded by movements of the articulators without interferring, or getting in the way of, the breath stream. Vowels take form into different sounds by the modification, or changing, the size and shape of the mouth cavity. Changing the position of the tongue is the most important factor in vowels.

The tongue is highly flexible and can change the size and slant, and height of the oral cavity. The lips and jaw are second in importance because they determine the size and shape of the mouth opening. There is no such thing as people having precisely the same size mouth opening, or oral cavity. All of us have a slightly different physiological make-up, so when we talk about size, shape of the oral cavity or mouth opening, we must realize there will be variations.

The English language has 17 vowels and 5 diphthongs. Most speakers of American English don't use nearly that number. Different dialects of English account for the variability, as well as the differences of opinion, among phoneticians.

We will consider 12 vowels and 3 diphthongs in our course.

VOWELS

/i/	as in feed
/I/	as in sit
/e/	as in made
/ɛ/	as in fed
/æ/	as in sad
/u/	as in pool
/ʊ/	as in put
/o/	as in pole
/ɔ/	as in law
/ɑ/	as in father
/ə/	as in up
/ɚ/	as in mother

DIPHTHONGS

/aI/	as in fly
/aʊ/	as in out
/ɔI/	as in boy

NOTE: We study the phonemic diphthong /ju/ when we study the consonant /j/.

You will see vowels on the facial diagrams that we will not study. Let me point them out to you:

In the front vowels we have /a/ as in "bath". The sound between ask and arm. This vowel is heard as a single vowel in Eastern New England and New York City. It does not occur in General American English.

"I ask you to take a bath before you dance".

[aɪ ask ju ta tek ə baθ bɪfɔr ju dants]

We will study it as a part of two diphthongs, /aɪ/ as in I and /aʊ/ as in house. You have to be careful in making the diphthongs that the letter in making is not confused with the schwa.

In the back vowels we have the symbol /ɒ/ -- as in:

all . . . bog . . . palm

This is referred to as the British short o. It is an alternate to /ɑ/ and /ɔ/.

It does not appear with great regularity in General American Speech, so we do not study it. It is heard among speakers of Eastern New England and Western Pennsylvania. For example:

loss [lɒs]

watch [wɒtʃ]

Vowels are relatively open, unobstructed sounds which are made by changing the size and shape of the oral cavity to produce the distinctive resonance features of each sound. So you have no specific point of contact or closure as we have with the consonants.

Consonants and vowels have a complementary relationship where one is sounded and the other is not. Consonants start and end most syllables except when the syllable is a single spoken vowel, such as "ah" in sigh, or when the article "a" is used in "Buy a book".

NOTE: The orthographic symbol "a" is sounded as a schwa.

Consonants are primarily non-syllabic in that they are not the chief characteristic of a syllable.

Vowels are the nuclei of the syllable. You need a spoken vowel to identify a syllable. This is the primary difference. Anytime a spoken vowel appears, it forms a syllable. For example:

cap - phonetically it contains two consonants between one vowel and is one syllable

other - two syllables: schwa makes the first syllable and the vowel "er" /ɚ/ makes the second syllable

In words such as: boat . . . feather . . . bread -- MORE VOWELS APPEAR THAN ARE SOUNDED. These are silent vowels.

Consonants give the language variety and flexibility to the syllables. People with articulation problems typically have more difficulty with consonants than with vowels, and more difficulty with arresting, rather than releasing consonants.

CLASSIFICATION OF VOWELS

Phoneticians of the International Phonetic Association adopted Jones' schema of the cardinal vowels in 1949. Later, in 1950, Kenyon added other vowels of phonemic significance. Phoneticians still differ, though sometimes slightly, in their classifications of vowels.

Jones' cardinal vowels: /i/ /u/ /e/ /o/ /ɛ/ /ɔ/ /a/ /ɑ/

Cardinal is an interesting word and it has many meanings. One meaning is associated with a compass. If you were out in the San Francisco Bay sailing the cardinal points of the compass, it would show you the four principal points of direction: north, south, east and west. Cardinal virtues describe the basic virtues of ancient Greek philosophy: justice, prudence, fortitude, and temperance.

Jones' cardinal vowels refer to the 8 BASIC POSITIONS WHICH ARE INTENDED AS THE BASES OF ALL OTHER VOWELS:

Kenyon added symbols having phonemic significance in various languages, including English:

/ɪ/ /æ/ /ə/ /ɜ/

CLASSIFICATION OF VOWELS BASED UPON THEIR DESCRIPTION

There are 3 different classifications of vowels on the basis of how they are made.

1. Vowels differ according to the place of articulation:

   front - mid (central) - back

   The tongue either protudes toward the front of the mouth to produce front vowels, remains relatively neutral or centrally located for the central vowels, or retracts toward the back of the mouth for the production of the back vowels. This movement of the tongue along the horizontal axis is also referred to as tongue advancement.

   The front - mid - back positions of the tongue have a direct relationship to the resonance of the vowels. Front vowels have the most resonating cavity in the back of the mouth.

2. Vowels differ in height of tongue position. Besides the horizontal dimension of the tongue in the oral cavity, the tongue also moves simultaneously along the vertical axis. So this refers to the height of the tongue in the mouth. It is either at its highest position to produce high vowels such as be [bi], or at its mid position to produce a mid vowel such as a long a [e], or at its lowest position to produce the low vowels such as [a] as in cop.

3. Vowels differ in muscle tension in the tongue and chin. This refers to the degree of muscular tension necessary to produce the vowels. Tension, of course, is a highly subjective thing and it can be felt only by the person experiencing it. English is one of the few languages that uses muscular tension as a basis for significant phonemic differences.

Non-native speakers can use the variable muscular tension as the major means of learning these vowels. Tenseness is important because sometimes it is the only difference between the vowels. The tense vowels are made with ADDED muscle tension, while the lax vowels are produced WITHOUT such tension. Some English vowels are tense, others lax, and others neutral in tenseness.

The easiest way to detect the difference between tense and lax vowels is to touch lightly the fleshy part of the tongue muscles beneath the chin. While saying the tense vowel you should be able to feel muscular bulging which is not there when you say the lax vowel.

i → ɪ

e → ɛ

o → ɔ

u → ʊ

4. We've covered the 3 major differences in vowels that are used as the basis for classifying them:

   a. place of articulation: front - mid - back

   b. height of tongue position: high - mid - low

   c. muscle tension in tongue muscles.

There is another way vowels differ, and that is in lip rounding.

Some vowels are accompanied by lip rounding:

/u/ /ʊ/ /o/ /ɔ/ /ɑ/

Some vowels are neutral in rounding:

/ə/ /ɚ/ /ɝ/ /ʌ/

Some unround vowels are:

/i/ /ɪ/ /e/ /ɛ/ /æ/

Notice that all round vowels are back vowels and all unround vowels are front vowels.

A factor all vowels have in common is voicing. ALL VOWELS ARE VOICED. Their sound waves are regular and periodic. The vocal cords are in vibration except when we have whispered speech.

Air expelled from the lungs must pass through the larynx where two muscular bands (the vocal cords) can check its flow. If the closed cords are suddenly blown apart the resultant cough sound is called a glottal stop. Most often, however, there is partial closure of the cords. The air sets them into vibration and produces a musical tone called voice. All vowels and diphthongs, and many consonants, are voiced. The vibrating air stream is resonated in the throat, mouth, and to a certain degree, nose.

Before, we believed that all sounds, except nasals, were made with the velum completely closed. In recent years research has shown that the nasal cavity is not completely sealed for most sounds. Some slight amounts of nasal vibration is present in most voiced sounds.

FREQUENCY OF VOWELS

47% of all vowels and diphthongs produced are FRONT VOWELS.

12% of all vowels and diphthongs produced are BACK VOWELS.

26% of all vowels and diphthongs produced are CENTRAL VOWELS.

These statistics show us that if back vowels are not accurately pronounced, the impact on the speech would not be great. Similarly, the front vowels occur the most often in the language so that accuracy of placement and phonation is much more important.

/I/ and / ə / are the highest frequency of vowels. Both occur most often in syllables of weak stress, which occur most often in connected speech.

FRONT	CENTRAL	BACK
/i/	(/ɝ/)	/u/
/ɪ/	(/ɜ/)	/ʊ/
/e/	/ɚ/	/o/
/ɛ/	(/ʌ/)	/ɔ/
/æ/	/ə/	(/ɒ/)
(/a/)		/ɑ/

/ɑ/ and /ɒ/ are essentially the same.

CHECK LIST FOR VTR

I am signing my name to this paper to show that I have watched this video tape for the sounds shown above, and I have participated in the lesson by using this study guide.

Student's Name ______________________________

Today's Date ______________________________

Fall - Winter - Spring quarter (circle one)

Signature or initials of person receiving this sheet:

Introduction to Vowels - Part II

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Write on the study guide all you wish.

If there is a part of the tape that you do not understand be sure to mark the same part on the study guide.

If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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Introduction to Vowels -- Part II

This is part 11 of the Introduction to Vowels. If you remember we have talked about some of the reasons for confusion between the Roman alphabet and the pronunciation of English. We said that we have only 23 letters in the alphabet to represent 44 sounds in the language. This is because the letters c - q - x are identified with other letters and are in fact duplications. In our beginning remarks we pointed out that something called the great vowel shift between the years 1300 and 1600 all long vowels gradually came to be pronounced with higher tongue positions and smaller mouth openings, and those which could not be raised were made into diphthongs.

The reason we talk about it is that the pronunciation changed, but the spelling of vowels stayed the same. Since the time Dr. Samuel Johnson published his DICTIONARY OF THE ENGLISH LANGUAGE we have had little changes in the spelling of English. The result is that we have a language in which one letter, such as our vowel "a", has as many as eight different sounds. Since spelling has little relation to our pronunciation we use a phonetic alphabet in which one symbol represents one distinctive sound . . . regardless of how many different ways it may be spelled.

In Part 1 to Vowels we talked about the difference between consonants and vowels. Consonants are sounded by air that has been obstructed by the articulators passing through the oral cavity. Consonants are primarily non-syllabic. Consonants give the language variety and flexibility.

Vowels are the nuclei of syllables. You need a spoken vowel to identify a syllable. "Breathe" has 3 vowels but it is only one syllable because the /i/ is the only spoken vowel. Vowels are sounded by movements of the articulators without INTERFERRING OR GETTING IN THE WAY OF THE BREATH STREAM. Vowels take form into different sounds by the modification, or changing, the size and shape of the mouth cavity. The tongue is highly flexible and can change the size and slant, and height and width, of the cavity. Lips and jaw are only secondarily important for sounding of vowels, because they determine the size and shape of the mouth opening.

The English language has 17 vowels and 5 diphthongs. Most speakers of American English don't use nearly that number.

We will study only 12 vowels and 3 diphthongs because we have simplified the International Phonetic Alphabet and we are excluding all the American dialects because we are concentrating on American pronunciation.

The symbols shown on the facial charts with parentheses around them are those we will not study.

To continue our review of Part 1: We then talked about how the vowel classifications developed with Daniel Jones, a British phonetician, who, in 1949, came out with the cardinal vowels which are intended to refer to the 8 basic positions of all other vowels.

Let me give you more information on the cardinal vowels: They are shown as high-low and front-back vowels but you have to remember that these are just labels and should not be taken as precise descriptions of tongue positions. They are simply indicators of the way one vowel SOUNDS in relation to another. They describe the auditory qualities, not the articulation. The cardinal vowel system has been extensively used by phoneticians in the description of a wide variety of languages. There are, however, a number of difficulties in this respect. Jones himself said, "The values of the cardinal vowels cannot be learned from written descriptions; they should be learned by oral instruction from a teacher who knows them."

Despite all these problems the cardinal vowel system works fairly successfully. It has allowed the vowels of a large number of languages and dialects to be described with far greater precision than has any other method. The cardinal vowels are arbitrary reference points.

Using part of this system, I will refer to five fundamental vowel sounds. These are the ones which occur in many languages:

These sounds exist in almost all languages but in English they are made a little longer -- actually they are diphthongized.

Please note these are also called diphthongs by some phoneticians because there is a gliding movement of the tongue upward to front for /i/ and /e/ and the tongue moves upward to the back of the mouth for /u/ and /o/. Don't bother yourself with these because when I talk about fundamental vowels I mean /i/ - /e/ - /u/ - /o/ and / /. We will use these vowels to compare phonemic differences when we study individual vowels.

For example:

/i/ as in eat is different from:
/e/ " " ate " " "
/o/ " " oat " " "
/ / " " not

Then we discussed the important ways that vowels differed among themselves as a way of determining their classification.

The three different classifications of vowels are based upon how they are made.

1. Vowels differ according to the place of articulation:

   front - mid (central) - back

   The tongue either protrudes toward the front of the mouth to make front vowels, remains relatively neutral or centrally located for the central vowels, or retracts toward the back of the mouth for the production of back vowels. This movement of the tongue along the horizontal axis is also referred to as tongue advancement.

   The front - mid - back positions of the tongue have a direct relationship to the resonance of the vowels.

Front vowels have the most resonating cavity in the back of the mouth. This is the area where the air is momentarily lodged.

Central vowels have half the resonating cavity in front and half in the back of the mouth.

The back vowels have most of the resonating cavity in the front of the mouth. (Back has softer tissue than front: velum is softer than bony structure of hard palate and alveolar ridge.)

2. Vowels differ in height of the tongue position. Besides the horizontal dimension of the tongue in the mouth, the tongue also moves simultaneously along the vertical axis.

   In plain words, it means the tongue raises in an up and down axis in the mouth. The highest position for high vowel: / /.

   The lowest position to produce the low vowel as:

   as in bath

   as in not

3. Vowels differ in muscle tension in the tongue and chin. This refers to the degree of muscular tension necessary to produce the vowels. English is one of the few languages that uses muscular tension as the basis for significant phonemic differences.

   Non-native speakers can use the variable muscle tension as the major means of learning these vowels. The tense vowels are made with added muscle tension while the lax vowels are produced without such tension. Some English vowels are tense, others lax, and others neutral in tenseness.

   THE EASIEST WAY TO DETECT THE DIFFERENCE BETWEEN TENSE AND LAX VOWELS IS TO TOUCH LIGHTLY THE FLESHY PART OF THE TONGUE MUSCLES BEHIND THE CHIN. You should be able to feel muscular bulging which is not there when you say the lax vowel.

TENSE VOWELS:

LAX VOWELS:

NEUTRAL VOWELS:

Besides the three major differences in vowels there is another way vowels differ, and that is in lip rounding.

Some vowels are accompanied by lip rounding:

/ /   / /   / /   / /   / /

Some vowels are neutral in rounding:

/ /   / /   / /   / /

Some vowels are unrounded -- they have a position other than round:

/ /   / /   / /   / /   / /

Notice all round vowels are back vowels and all unround vowels are front vowels.

FRONT VOWELS:

eat	beet
it	bit
ate	bait
ebb	bet
at	bat

CENTRAL VOWELS:

bird

bud

BACK VOWELS:

pull

pool

pall

pole

pot

Voicing is a factor that all vowels have in common; they are all voiced. Their sound waves are regular and periodic. The vocal cords are in vibration except when we have whispered speech.

Air expelled from the lungs must pass through the larynx where two muscular bands (the vocal cords) can check its flow. If the closed cords are suddenly blown apart the resultant cough sound is called a glottal stop. Most often, however, there is partial closure of the cords. The air sets them into vibration and produces a musical tone called voice. All vowels and diphthongs and many consonants are voiced. The vibrating air stream is resonated in the throat, mouth, and to a certain degree, the nose.

Before, we believed that all sounds except nasals were made with the velum completely closed. In recent years research has shown that the nasal cavity is not completely sealed for most sounds. Some slight amounts of nasal vibration is present in most VOICED sounds.

The frequency of the occurrence of vowels is:

47% of all vowels and diphthongs produced are front vowels

12% of all vowels and diphthongs produced are back vowels

26% of all vowels and diphthongs produced are central vowels.

These statistics show us that if back vowels are not accurately pronounced the impact on the speech would not be great. Similarly, the front vowels occur the most often in the language, so accuracy of placement and phonation is much more important. /I/ and /   / are the highest frequency of vowels. Both occur most often in syllables of weak stress, and as you know, syllables of weak stress occur most of the time in connected speech.

FRONT VOWELS	CENTRAL VOWELS	BACK VOWELS

Webster's New Collegiate Dic. 1972	ā				a							has 7 diff. symbols for								
Thorndike-Barnhart Dictionaries																				
WEBSTER'S NEW INT'L DICTIONARY 3rd Ed Merriam 1961	ē	i	ā	e	a	ä	ȯ	ō	u̇	ü	ə	ə			au̇	ī	ȯi			
Merriam-Webster Dictionary		ē				ä→ȯ							ə̂							ü
Random House Dict and Web. New World Dictionary	ē	i	ā	e	a	ä	ô	ō	o͝o	o͞o	u	ə	ûr	ẽr	ou	ī	oi	ē	ō	
Amer Heritage Dic 1971	ē	ĭ	ā		ă	ŏ	ô	ō	o͝o	o͞o	ŭ	ə	ûr	ər	ou	ī	oi	e	ō	
Amer Coll Dict (1967)	ē	ĭ	ā	ĕ	ă	ä	ô	ō	o͝o	o͞o	ŭ	ə	ûr	ər	ou	ī	oi	ā	ō	(Random Hs.
Inter Nat.Phon A.	i	ɪ	e	ɛ	æ	ɑ	ɔ	o	ʊ	u	ʌ	ə	ɝ	ɚ	aʊ	aɪ	ɔɪ	eɪ	oʊ	ju
			eɪ					oʊ												

DICTIONARY DESIGNATIONS

You can see from this chart that is reproduced for you in your study guide, that dictionaries differ in how they specify the different vowels. Keep this chart with you when you use a dictionary to determine how you will pronounce the vowels. Also, it is important for you to read the directions that each dictionary gives you in the section "Guide to Pronunciation".

Dictionaries use what is called the diacritical marking system (DMS) which is a set of marks, signs, and symbols attached to a letter to designate one of several sounds for which the letters stand. The problem is that dictionaries differ in their DMS and they are not as precise as the phonetic alphabet. Most important is to study the Guides and Explanatory Notes which most dictionaries include at the beginning of the book. Without understanding this information, the dictionary will be of little use to you. Explanatory notes also tell you about two pronunciations for the same word -- most dictionaries indicate that both are regarded as entirely acceptable. Sometimes the first meaning is the one most frequently used, but the second is also used by educated speakers and is no less acceptable. Some dictionaries put the definitions in chronological order.

SUMMARY

All vowels function as the nuclei of syllables, are voiced, and continuants, in that they can be sounded for the duration of the breath stream. Vowels are the major determinants of voice quality and also how you pronounce vowels determines your particular accent.

In My Fair Lady, Eliza says:

> "The ryne in Spyne falls mynly in the plyne."

She is saying the /   / for /   /.

With the /   / sounded she would pronounce it:

> "The rain in Spain falls mainly in the plain."

The specific terminology we use for vowels are: front - central - back -- depending upon where the tongue is thrust toward the front - central - or back of the mouth cavity.

High - mid - low refers to the height of the tongue in the oral cavity.

Tense - lax - neutral refers to the muscle tension in the tongue and chin.

Round - neutral - unround refers to primarily the lip position, and because of lip placement, the oral cavity becomes tubular or unround in shape.

These are the vowels in our study of General American Pronunciation. We have seen that accurate placement for the front vowels is more important to speech than is accurate placement for central and back vowels.

The different vowels are made in the front - mid - or back of the mouth -- that is the tongue is in any one of these three positions on a horizontal axis. Vowels also have different heights as far as the tongue being raised on a vertical axis. Vowels differ in muscle tension that can be felt if we put our fingers under the chin. Vowels also differ in lip rounding with some rounded, others neutral, and others unrounded.

CHECK LIST FOR VTR- Introduction to Vowels - Part II

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STUDY GUIDE TO ACCOMPANY VTR /i/ - /ɪ/

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If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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Study Guide to Accompany VTR /i/ - /I/

INTRODUCTION

Since Anglo Saxon times, English vowels have changed their quality more completely than those of most European languages. Changes in spelling have not kept pace with pronunciation changes. So spelling is an even less satisfactory guide to vowel sound than to consonants.

Although vowels differ from one another, they never seem to differ as much as consonants differ from one another. Remember, vowels are quite variable and everyone of us participating in this course will have his own indelible stamp on how we pronounce vowels.

LINGUISTIC DESCRIPTION

/i/ is a high, front tense vowel. The tongue is as high and forward as possible without causing audible friction that would end up as a consonant sound /j/.

There are comparatively few languages in the world that require the specification of only two vowel heights. It is possible in Eskimo and some forms of Arabic that have only three vowels, , but most languages need at least three vowel height values.

Alright, for /i/ it is the highest tongue position. The blade of tongue is arched in the front of the mouth. It has a considerable degree of muscle tension.

Put your fingers behing the chin to feel the muscular bulge.
/i/ /i/ /i/

The lips are unrounded in what we call a tight-lipped grin.

Now we will call out words and if you hear the /i/ sound write down the symbol. I will give the answers immediately so you can correct yourself.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

To be sure you identify this symbol with the sound let us just pronounce simple words with /i/.

After I pronounce it, repeat it with me and be sure you write /i/ symbol on your paper to get the practice.

Note these words are made up of three phonemes. Pay no attention to the spelling, just sound them out and you will find they have the vowel, consonant, and vowel combination. As you can see they are made up of:

beginning consonant

vowel

ending consonant

/i/ is the vowel as heard in one syllable words:

he - one of 10 most used words, occurred 9000 times out of 1 million words

she - occurred only 2000 times

eat

piece

bead

deep

beef

seed

feet

geese

sheep

leave

meat

see

heat

/i/ as heard in two syllable words:

reason - 1st syllable /i/

machine - 2nd syllable /i/

indeed - 2nd syllable /i/

season - 1st syllable /i/

achieve - 2nd syllable /i/

defeat - 2nd syllable /i/

impeach - 2nd syllable /i/

between - 2nd syllable /i/

police - 2nd syllable /i/

Notice that in these words the other syllable is unstressed and is always either the schwa or short i /I/.

In the final position as in party and pity:

Phoneticians generally agree that the sound is somewhere between the /i/ and /I/ when it is in the final unstressed position in connected speech. Of course it differs depending upon if you are talking in the dialect of the south or eastern U.S.. or general American. For the sake of simplicity and also because it is generally accepted, let us transcribe the final unstressed sound in party as /I/. Examples:

kitty

Mary

pity

city

duty

family

donkey

tiny

/i/ with fundamental vowels: We do this to reinforce or establish the vowel we are studying with the known vowels in your own native tongues. These vowels are known as fundamental vowels.

/i/ see as opposed to say /se/

" " " " sue /su/

" " " " sew /so/

" " " " sob /s b/

Another example of comparison of /i/ with fundamental vowels:

/i/ as in be /bi/ as opposed to bay /be/

be " " " boot /but/

" " " " boat /bot/

" " " " bomb /bɑm/

/i/ with front vowels:

eat - it

eat - ate

Pete - pet

Pete - pat

/i/ with central vowels:

beet - but

either

/i/ compared with back vowels:

Pete - put
peel - pool
peel - Paul
peel - pole
Pete - pot

Sentences with /i/:

The geese will eat pieces of meat.

Leave the ship and see the scenery.

He will meeet Pete in the heat of the morning.

ORTHOGRAPHY

/i/ as in me . . . seen (most common)

beat . . . either . . . people . . . key

belief . . . machine . . . Phoebe

Note that in these words the /i/ is in the stressed positions. When unstressed almost all vowels are reduced to /I/ or /ə/.

In an initial unstressed syllable /i/ normally weakens to /I/ or /ə/. Actually either is used with the /I/ probably having greater usage:

believe ____________________

become ____________________

before ____________________

defend ____________________

demand ____________________

pretend ____________________

beside ____________________

behind ____________________

prefer ____________________

prevent ____________________

behalf ____________________

Most foreign born speakers substitute /i/ for /I/ because there is only a slight difference in length, tension, and tongue position.

The major difference is in the bulge that is felt behind the chin.

/I/ is a high front vowel without tenseness, so it is the same as /i/ with the exception of muscular bulge.

ORTHOGRAPHY /I/

it . . . added . . . fear . . . been . . . weird . . . sieve

women . . . business . . . build . . . hymn . . . pretty . . .

. . . busy

The dictionary symbol is **I**

SUMMARY

I. Linguistic description of /i/

II. Instant recognition exercise

III. /i/ words
Minimal pairs with fundamental vowels
" " " front vowels
" " " central vowels
" " " back vowels

IV. Orthography

V. Contrast with /I/
Description
Minimal pairs - Orthography
Suggestion for improvement

COMMENT: We have not only studied the high front tense /i/, but in the process have studied the high front lax vowel /I/.

Practice with your tutor - come to class with your questions and comments.

ABOVE ALL practice with sentences.

STUDY GUIDE TO ACCOMPANY VTR: /ɪ/ - /e/

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Study Guide to Accompany VTR - /I/ - /e/

/I/ is a high front vowel without tenseness. It is the same as /i/ with the exception of muscular bulge.

In words the phoneme /I/ appears only before a consonant, as in:

is . . . it . . . in

and also between two consonants at the middle of the word, as in:

did . . . hid

and all the different examples we showed in the preceding tape.

MINIMAL PAIRS

/i/	/i/
eat	it
seat	sit
seek	sick
beet	bit
heat	hit
leak	lick
lead	lid
deed	did
leave	live
feet	fit
cheap	chip
sheep	ship
peel	pill
steal	still
each	itch
seal	sill

NOTE: The meaning of the word depends upon the quality of the vowel. We see the change in the vowel gives us an entirely different meaning.

INSTANT RECOGNITION EXERCISE

I will call out words and you are to mark on your paper:

number 1 if it is /i/

number 2 if it is /I/

I'll go slowly and just listen carefully and put down the answer. I'll give the answer immediately. Just like many other exercises we have, relax and listen and participate -- I'm not going to grade you on this exercise.

I'll say three words and out of these three words write down 1 for /i/ and 2 for /I/:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

/I/ has the highest frequency of occurrence in connected speech along with the schwa. Both of these sounds occur most often in syllables of weak stress and syllables of weak stress occur most often in connected speech.

I want to point out the /I/ before the ng because /I/ takes on a somewhat tense and almost nasal quality. It should never be pronounced /i/.

sing . . . singing . . . ringing . . . going . . . thing

king . . . finger . . . linger . . . single . . . putting

English . . . coming

Examples of /I/ with r, as in:

fear . . . dear . . . here . . . near . . . serious

period . . . year . . . appear

The letter i usually has a short sound of /I/. Most of the time when you see i in a word it will be pronounced as /I/.

The words "in" and "is" both have the vowel /I/. These two words are among the ten most frequently used words from a computer analysis of over one million running words taken from texts.

In words such as "party" and "city", the final vowel usually takes the form of /I/ instead of / /. We talked about this in our last lesson and we agreed that the final unstressed vowel in such words would be transcribed as /I/.

For example:

family

donkey

tiny

Mary

kitty

Remember, the /I/ sound occurs most of the time in the unstressed position.

/I/ WITH FUNDAMENTAL VOWELS

We do this to establish the phoneme with known sounds and we use the fundamental vowels because they occur in most languages. You already know the fundamental vowels and we are contrasting them with /I/.

/I/ as in bit as opposed to /e/ as in bait
" " " " /o/ " " boat
" " " " /u/ " " boot

/I/ WITH FRONT VOWELS

/I/ as in bit as opposed to / i / as in beat
" " " " / e / " " bait
" " " " / ɛ / " " bet
" " " " /æ/ " " bat

/I/ WITH CENTRAL VOWELS

/I/ as in bit = but / ə /
bitter = butter / ɚ /

/I/ WITH BACK VOWELS

/I/ as in pit = pull / ʊ /
pill = pool / u /
pill = Paul / ɔ /
pill = pole / o /
pit = pot / ɑ /

INTRODUCTION - /e/

/e/ is a mid-high, front vowel. It is in a slightly lower tongue height than /I/ and higher than /ɛ /.

The dictionary designations are:

Note that we use /e/ as the pure vowel and also as the diphthong. Many phoneticians show this sound as /eɪ//ei/ because there is a resonance change within the sound that goes from /ɛ / toward the / i /. Our own preference, and I think it is easier for you students, is to use /e/.

You can't tell the difference in the pronunciation of a word if you are using /e/ or /eɪ /.

/e/ is a tense vowel, so you can feel the muscular bulge behind your chin. The lips are not rounded.

MINIMAL PAIRS

/e/	/ɪ /
may	me
great	greet
pace	peace
play	plea
say	see
way	we
lake	leak
make	meal

SENTENCES USING /e/ AND / i /

Greet the great man.

Let's say we will see the play on the way.

We will take our meal at the lake.

He made a plea for peace.

MINIMAL PAIRS AND SENTENCES USING /e/ AND /I/

/e/	/I/	SENTENCES
gave	give	Give me the book I gave you.
ale	ill	The ale made you ill.
laid	lid	He laid the lid on the table.
pain	pin	The pin in his hip pained him.
ate	it	He ate it with great hurry.
break	brick	Break the brick with the hammer.
tape	tip	Tape the tip of the paper.

ORTHOGRAPHY - /e/

/e/ a as in date
ay as in day
ai as in wait
ey as in they
ei as in vein
ea as in steak
ee as in entrée
au as in gauge
e as in fiancé

NOTE TO THE STUDENT: No more time remains on this tape. We will resume our study on the next tape.

CHECK LIST FOR VTR/ɪ/ - /e/

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STUDY GUIDE TO ACCOMPANY VTR - /e/ and /ɛ/ # 11

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STUDY GUIDE TO ACCOMPANY VTR /e/ - /ɛ/

I. Review

II. /e/ - Fundamental vowel
    Front
    Central
    Back

III. Instant Recognition

IV. /e/ Chief characteristics

V. /e/ Orthography

VI. Minimal Pairs /e/-/i/ /e/-/ɛ/

VII. /ɛ/ Description

VIII. /ɛ/ Instant recognition

IX. /ɛ/ Orthography

X. /ɛ/ /æ/ - /e/contrasts

XI. Summary

I. REVIEW

The format we have been using--format is another word for plan--is to take each vowel starting with the front vowels and comparing with fundamental vowels: i - e - o - u -

Other front-vowels
central vowels
back vowels

Then we give minimal pairs to emphasize the phonemic differences between different sets of words. The quality of the vowel--how it sounds in its acoustic and resonant characteristics give us the key to different meanings. So, phonemic differences mean differences in meanings of words.

If I say, "The boy bit the dog," it means he took a bite out of him. [bɪt]

"The boy beat the dog," means he took a stick and hit him. [bit]

On the back of your study guide, I want you to write the symbols as I say them. I will write them on the board and you say them with me and write them.

/i/ as in he - he - he -

/I/ as in it - it - it - it

/e/ as in ate - ate - ate - ate -

Suppose I say: eight bananas
It would be the same /e/ vowel. How do you know if I mean ate or eight? Thru the context of the word.

again - i i i i i i i i i i

it I I I I I I I I

e e e e e e e e e e

II. Comparison of /e/ with fundamental vowels:

/e/ - ate -- /i/ as in eat
/o/ as in oat
/u/ as in boot
/ɑ/ as in calm

Front vowels:

/e/ - ate / i / as in eat
/ I / as in it
/ ɛ / as in pet
/ æ / as in at

Central vowels:

/e/ - bait - / ə / - but
entree - / ɚ / - otter

Back vowels:

/e/ - bait - / u / boot
/ ʊ / put
/ o / boat
/ ɔ / bought
/ ɑ / bomb

III. INSTANT RECOGNITION EXERCISE

An exercise to distinguish among

/ i / - / I / and / e /.

/ i / is designated as number 1

/ I / is designated as number 2

/ e / is designated as number 3

I'll call out pairs of words and write down 1, 2, or 3 depending upon what sound you hear.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

IV. /e/ CHIEF CHARACTERISTICS

/e/ is a mid=high front vowel. It is slightly lower than /I/ and slightly higher than /ɛ /.

The tongue is drawn slightly farther back than for the /I/ and the sides of the tongue touch the sides of the upper teeth. The air passes between the middle of the tongue and the palate.

The tensity of the glossal muscles is noticeable, but less so than for /i/.

Perhaps the best way to describe /e/ is that it is pronounced with a definite upward and forward movement of the tongue.

As indicated earlier, phoneticians differentiate between /e/ and /eI/.

/e/ = a pure vowel as found in fate.

/eI/ - diphthong--actually this is a sound that is a blending of /e/ and /I/. Starts /e/ → /I/.

Other ways of writing the diphthong are:

/ei/ /ɛi/ /ɛI/ ɛj/ /ej/

/eI/ words are more accurately shown as in fate,
pray, and
rain.

But, since there is no distinctive phonemic difference between these two sounds--you can't hear the difference--we will use /e/.

V. /e/ ORTHOGRAPHY

date

day

wait

they

vein - vain

vane

break

great

steak

yea

The "ea" is used for /e/ in only these four words.

The letter "a" has /e/ for its sound about half of the times in connected speech. The other half of the time, the letter "a" takes /æ/ as in cat.

The letter " " has developed into a part of our alphabet since the Phoenicians used 𐤀 about 1,000 B.C. After 900 B.C., the Greeks borrowed the sign from the Phoenicians and made it this way: A

Then the Romans made it this way: A

In medieval times it became this: a a

and then in modern times it is: A a ɑ a

VI. MINIMAL PAIRS /e/ and /i/

bait	beet
cape	keep
straight	street
mate	meet
Nate	neat
fade	feed
great	greet
main	mean
laid	lead

Differences between /e/ and /i/:

/e/ is a mid-high front, tense, unround vowel.

/i/ is a high, front, tense, unround vowel.

Difference is only in the height of the tongue which is higher for /i/ and the jaw drops lower for /e/.

/e/ is less tense than in /i/.

Minimal Pairs /e/ and /ɛ/

fade	fed
taste	test
mate	met
lace	less
age	edge
fail	fell
main	men
rain	wren
laid	led
wait	wet
bait	bet
late	let
tail	tell
date	debt

Difference between /e/ and /ɛ/

/ɛ/ is mid high so it has a lower humped tongue position toward the front of the mouth. It is not tense, so you do not feel the bulge behind the chin.

CHECK LIST FOR VTR /e/ and /ɛ/

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STUDY GUIDE TO ACCOMPANY VTR = /ɛ/ and /æ/ 8.12

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Study Guide to Accompany VTR /ɛ/ and /æ/

Today we will consider /ɛ/ and /æ/ to complete our study of the front vowels. Since our previous lessons have had such intensive review of the front vowels, we will not do it now. We will study /ɛ/ and /æ/ and then summarize with a complete review at the end of the lesson.

We are studying the /ɛ/ - as in fed.
It looks like the "e" many people write in cursive or printing. It is called epsilon from the Greek letter of that name. It is easy to write; and remember, it only and always stands for the sound: /ɛ/

Write it on your paper while we say it together!

fed   fed   fed   / fed /   fed

The dictionary symbol for this vowel is ĕ or e.

I. /   / with fundamental, front, central, back vowels.

II. Instant recognition exercise.

III. /   / chief characteristics

IV. /   / orthography

V. Minimal pairs - /   / and /   /

/   / and /   /.

VI. /   / with fundamental front, central, back vowels.
How to make the /   / - demonstrate and practice.

VII. Instant recognition

VIII. /   / chief characteristics

IX. /   / orthography

X. Minimal pairs

XI. Summary

Instant Recognition Exercise for /e/ and /   /.

/e/ = 1

/ɛ/ = 2

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

/ɛ/ chief characteristics

/ɛ/ is a low-mid-front lax unround vowel. This means:

- the tongue is lower but not nearly as far front as for /e/
- Sides of the tongue are in contact with the upper molars.
- The air passage over the tongue is larger than for /e/
- The tongue is low in the mouth with the tip of the tongue behind the lower teeth
- Lips are unround and farther apart than for /e/ and /I/.
- Jaws are farther apart than for /e/ and /I/
- It is a lax vowel with no bulge in the glossal muscles.

/ɛ/ with fundamental vowels:

/ɛ/ - fed and /i/ as in feed
/e/ as in fade
/o/ as in fold
/u/ as in food
/ɑ/ as in father

/ɛ/ with front vowels:

/ɛ/ - fed and / i / as in feed
/ I / as in fit
/ e / as in fade
/æ/ as in fad

/ɛ/ with central vowels:

/ɛ/ and / ə / schwar in fudge, ledge

/ɛ/ feather and /ɑ / and father

/ɛ/ and back vowels:

/ɛ/ = fed and /u/ as in food
/ʊ / as in put
/o/ as in fold

/ɛ/ = fell and /ɔ/ as in fall

feather and /ɑ/ as in father

Orthography

/ ɛ / occurs at the beginnind of words as in "every" - ebb, and in the middle of words as in "pet", but it does not occur at the end of a word. It occurs only when the syllable carries more than minimal stress.

/ ɛ / as in met
"ea" as in bread
"ae" as in aesthetic
"ei" as in heifer
"eo" as in leopard
"ie" as in friend
"ue" as in guest

Be sure you can pronounce these and also have the meanings of these words plus "anesthesia."

There are four words with exceptional spelling

any	said
says	bury

All take / ɛ / sound. Just memorize these because the first three are common mistakes found in non-native speakers.

[gɛt] - [g$\overset{I}{i}$t]

get not git

/ ɛ / appears before final "r" as in

pear

fare

/ ɛ / is called epsilon after greek word for that sound.

The dictionary designations are: ĕ

Minimal Pairs

/ ɛ	and	/ɪ/
pen		pin
letter		litter
red		rid
fell		fill
left		lift
meant		mint
ten		tin
well		will
met		mitt
etch		itch
set		sit
better		bitter

Minimal Pairs

/ ɛ / and / æ /

men	man
said	sad
set	sat
send	sand
beg	bag
led	lag
left	laughed
end	and
pet	pat
men	man
met	mat
guess	gas

/ ɛ / and / e /

let	late
men	main
sell	sail
edge	age
debt	date
test	taste
wreck	rake
fell	fail
fed	fade
tell	tail
get	gate

/ æ / is the last of the front vowels.

For / æ / the lightest possible contact is made between tongue tip and and lower tooth ridge.

/ æ / differs from all the sounds in the higher tongue position in the important feature that the lateral contact with the upper teeth is definitely broken.

The jaw is opened widely; lips are unround, actually they are oblong in the horizontal feature.

It is always produced with a lax tongue, so there is very little muscular tension. Thus, it is neutral for tenseness.

/ æ / is called a pure vowel--it is not made by a quick blending of two sounds. It is made with little noticeable nasality.

CHECK LIST FOR VTR /ɛ/ and /æ/

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STUDY GUIDE TO ACCOMPANY VTR - /æ/ AND REVIEW OF FRONT VOWELS #13

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STUDY GUIDE TO ACCOMPANY VTR - / æ / AND REVIEW OF FRONT VOWELS

Tape #13

OUTLINE

I. / æ / Chief characteristics and description
II. Instant recognition exercise
III. Orthography / æ / variations
IV. / æ / with fundamental vowels, front, central back vowels
V. Minimal Pairs / æ / and /a/
VI. Review of all front vowels
VII. Summary

CHIEF CHARACTERISTICS

/æ/ is a LOW -mid- front, lax, unround vowel. The tongue is lower but not nearly as far front as for /e/. The air passage over the tongue is larger than for /e/. The tongue is low in the mouth, with the tip low behind the lower teeth.

This sound differs from ALL the sounds called front vowels in the important feature that the lateral contact of the tongue and the upper teeth is DEFINITELY BROKEN. This means that the sides of the tongue do not touch the upper teeth.

Lips are unround and farther apart than for /e/ and /ɪ/. Jaws are farther apart than for /e/ and /ɪ/. It is lax with no bulge in the glassal muscles.

INSTANT RECOGNITION EXERCISE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ORTHOGRAPHY - Spelling of words with /æ/

/æ/ as in sad, half of the time when you see the letter "a" it will be pronounced with /æ/.

The dictionary designation is ă ă

/æ/ - initial position: at am apple
medial position: camp mat

IT IS NEVER HEARD AT THE END OF A WORD.

Some words have the /ær/ combination but frequently they are pronounced with /ɛr/ instead as in

various

marry — In connected speech they sound /ɛr/

Examples:

share

"Various carry their share of the load".

carry

"Take care when you marry?

The slight raising of the tongue to make an /ɛ/ like sound out of the /æ/ is also heard before certain consonants as in

master - handle - fancy

This fronted, tenser and longer sound is found in all parts of the U.S. This is common among educated people throughout the country.

Non-native speakers have considerable difficulty with /æ/ because they usually do not find /æ/ in their languages. You need much practice with the tapes to learn to distinguish between this and other front vowels.

THINK OF IT AS A SOUND THAT STARTS WITH /ɛ/ and it instantaneously blends into /ə/ or /a/.

Another variation that occurs in connected speech is the use of the schwa /ə/ (with the "uh" sound).

an and as at can cannot had then that has have

Schwa used: "Bob and Mary like bananas and sherry".

"Go as fast as you can".

"I can see that you have a large hat". (see below)

[aɪ kən si ðæt ju həv ə lardʒ hæt]
ə

The point is that the /æ/ is reduced to a schwa, and this occurs often in connected speech.

In Eastern part of the United States /æ/ sound is pronounced differently. In Eastern New England and in parts of New York City the standard pronunciation for them would be

/a/ as in path - ask - class
/ɑ/ as in bomb - calm - laugh

Since this pronunciation is not consistent with General American pronunciation, we do not study it here.

/æ/ with fundamental vowels:

/æ/ sad and /i/ as in seed
/e/ as in sit
/o/ as in soap
/u/ as in soup
/ / as in sob

/æ/ with front vowels:

/æ/ sad and /i/ as in seed
/ɪ/ as in sit
/e/ as in sane
/ɛ/ as in sent

/æ/ with central vowels:

/æ/ cat and /ə/ as in cut
/ɚ/ as in father - no comparison with /æ/

/æ/ with back vowels:

/æ/ bat and /u/ as in boot
/ʊ/ as in put
/o/ as in boat
/ɔ/ as in bought
/ɑ/ as in bomb

MINIMAL PAIRS:

Introduction

A frequent difficulty with this vowel is the substitution of /ɑ/ for /æ/.

Can you hear the difference between: an [æn] - on [ɑn]

/ɑ/ is a back vowel. The tongue humps and retracts toward the velum or soft palate.

/æ/ is a low, front vowel, with the lips forming a somewhat smaller opening for /æ/ than for /ɑ/.

Important feature to watch is that the jaw drops more for /ɑ/. (Try looking in a mirror if you have difficulty).

MINIMAL PAIRS

/æ/	/ɑ/
map	mop
lack	lock
hat	hot
add	odd
gnat	not
cap	cop
battle	bottle
flap	flop
rat	rot
cat	cot
valley	valley
pat	pot
sack	sock

ALL VOWELS

/æ/ bat	/i/ beat	/ɪ/ bit	/e/ bait	/ɛ/ bet
mat	meet	mitt	mate	met
cap	keep	kit	cape	kettle
dance	dean	dinner	date	debt
at	eat	it	ate	etta
pal	peel	pill	pail	pell
grass	greese	grit	great	Greta
latter	leader	litter	later	letter
tack	teak	tick	take	technical
last	least	list	late	lest

SUMMARY OF VOWELS

The classification of vowels is based upon their description which in turn affects their audibility (how they sound) and their resonance (the quality of their sounds).

1. Vowels differ according to the place in the mouth where the tongue protrudes in the front, remains relatively neutral, or retracts toward the back of the mouth. (horizontal position)

2. Vowels differ in height of the tongue in the mouth. (vertical position)

3. Vowels differ in muscle tension in the glossal muscles behind the chin. /i/ and / / are tense vowels; /i/ and /ɛ/ and /ɪ/ are lax vowels. /æ/ is a lax vowel.

4. Vowels differ in their lip rounding. None of the front vowels is round. They are all UNROUND, ranging from the tight "grin" of /i/ to the large opening with the dropped jaw as in /ɑ/.

5. Vowels are all voiced except when we whisper. A very small amount of nasality is present in most voiced sounds.

Our study of front vowels is important because 47% of all vowels and diphthongs made in English are front vowels. If you have any difficulty see me during my office hours, or see your tutor for additional work.

CHECK LIST FOR VTR - /æ/ - REVIEW FRONT VOWELS #13

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Study Guide to Accompany VTR - /ᴜ/ - /ʊ/ # 14

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Study Guide to Accompany VTR - /u/ - /ʊ/

I. Review

II. Introduction of back vowels

III. Contrast of /u/ and /ʊ/

IV. Recognition Exercise for /u/

V. Orthography

VI. Recognition Exercise /ʊ/

VII. Orthography for /ʊ/

VIII. The Phoneme /ʊ/ Does Not Appear in Many Languages

IX. Summary

Study Guide to Accompany VTR /u/ - /ʊ/

I. Review

A. Vowels differ in the following ways:

Their horizontal position in the mouth of the tongue

The height of the tongue in the mouth

The muscle tension

Their lip rounding

II. Introduction of back vowels

A. General Information:

They are voiced, like all vowels

They are all rounded lip vowels

/u/ - /ʊ/ - /o/ - /ɔ/ - /   /

12% of the vowels and diphthongs are produced with back vowels.

III. Contrast of /u/ and /ʊ/

A. Quite similar -- often confused for one another

B. Emphasize their differences

C. Linguistic Descriptions

/u/ as in pool

/ʊ/ classified as HIGH BACK ROUNDED vowel WITH THE HIGHEST DEGREE of tension of all back vowels

(note on facial diagram: lips strongly rounded
tongue humped to velum)

/ʊ/ as in put

/ʊ/ is also classified as a high, back, rounded vowel

THE MAIN DIFFERENCE BETWEEN THE TWO VOWELS IS THERE WILL BE LESS muscle tension for /ʊ/. (Place fingers behind chin to feel it).

Another slight difference is that the lips are a little less rounded for /ʊ/.

The teeth and jaws are nearly closed as they are for any other back vowel.

For normal production of /ʊ/ the tongue ordinarily continues to rise and the lips continue to round SO WE CALL THIS A DIPHTHONG, LIKE action.

/ʊ/ is heard only in accented syllables when it is unstressed in a sentence the /ʊ/ is frequently reduced to the schwa.

Give me two bananas. - In the word "two" the /ʊ/ is stressed.

Go to the store. -- In the word "to" the /ʊ/ is reduced to a schwa because the article "to" is unstressed.

NONSTANDARD USAGE of the schwa for /ʊ/.

There are some /ʊ/ words that when given with the schwa sound are nonstandard.

fruit ________________

shoot ________________

moon ________________

noon ________________

spoon ________________

soon ________________

June ________________

bloom ________________

whom ________________

who ________________

you ________________

two ________________

grew ________________

blew ________________

IV. Recognition Exercise for /u/

WRITE THE SYMBOL WHEN YOU HEAR THE SOUND: /u/

This is a test for /u/ only.

1.

2.

3.

4.

5.

6

V. Orthography

Many irregularities in the spelling of /u/, so foreign students find it confusing.

COMMON SPELLINGS:

oo	school
u	rule
o	move - do
ew	drew
ou	soup
ue	due
iou	Sioux
eu	pneumatic

Some speakers pronounce such words as:

students . . . news . . . attitude

with the diphthong /ju/.

This pronunciation is true of radio commentators and television announcers, but is less and less common. GENERAL AMERICAN PRONUNCIATION indicates the usage of either /u/ or /ju/ for the words following /d/, /t/, and /n/:

due ______________________

dew ______________________

new ______________________

Tuesday ______________________

duplicate ______________________

tutor ______________________

pneumonia ______________________

tube ______________________

attitude ______________________

nude ______________________

tune ______________________

Certain words, such as:

room [rum]

food [fud]

noon [nun]

are pronounced with only the /u/ sound.

Other words, such as:

roof

hoof

soot

toot

coop

can take either /u/ or /ʊ/.

VI. Recognition Exercise /ʊ/

WRITE THE SYMBOL /ʊ/ WHEN YOU HEAR THE SOUND.

Answers will be given immediately.

1.
2.
3.
4.
5.
6.

A variation between /u/ and /ʊ/ can be found in words such as:

poor

tour

moor

sure

INSTEAD OF /u/ we pronounce the /ʊ/ so the words are sounded as follows:

[pʊr] not [pur]

[tʊr] not [tur]

[mʊr] not [mur]

[ʃʊr] not [ʃur]

[figjʊr] not [fɪgjʊr]

VII. ORTHOGRAPHY FOR /ʊ/

/ʊ/ is commonly spelled:

oo as in book

u as in full and put

ou as in could

Less common spellings are:

o as in wolf

VIII. THE PHONEME /ʊ/ DOES NOT APPEAR IN MANY LANGUAGES so non-native speakers usually substitute the /u/ for /ʊ/. A good clue to remember is the /ʊ/ is a short, lax sound with no bulge in the glossal muscles as with the /u/.

fool	full
food	foot
pool	pull
fool	full
shooed	should
cooed	could
wooed	would
Luke	look

/u/ and /ʊ/ SENTENCES:

Pull the boy from the pool.

A clown is full of tricks.

I would if I could catch the fly.

The pigeon cooed

Could you find the pigeon that cooed?

The man wooed his future wife.

Would Luke look at the book now?

IX. SUMMARY

SPECIAL NOTE TO THE STUDENT: The dictionary designations were not given on the video tape, so I am giving them to you below.

Most dictionaries show / u / as oo.
Webster's New International Dictionary, 3rd ed. shows / u / as ü

Most dictionaries show / ʊ / as o͝o.
Webster's New International Dictionary, 3rd ed. shows / ʊ / as u̇

CHECK LIST FOR VTR /u/ - /ʊ/ # 14

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Study Guide to Accompany VTR - 101 - /ɔ/

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Study Guide to Accompany VTR /   / and /   /

DESCRIPTION /o/

/ o / exists in most languages and is identifiable with our own alphabet. / o / is a high, mid-back tense vowel with considerable. lip rounding. Maximum rounding of the lip emphasized.

During production of /o/ the tendency is for the tongue to move to a higher position and for the lips to round definitely. The back of the tongue is arched toward the soft palate and is in slight movement during the production of the sound the mouth closes. The tongue tip is near the bottom of the lower teeth and it may or may not touch the back of the teeth with the tip. The velum is closed.

Sound comparison: The tongue is between the position of / ʊ / and / ɔ /.

The description of the tongue position tells us how the phoneme sounds rather than that the tongue position must necessarily be in this position to produce the sound. Vowel sounds are described in relation to one another; they are NOT absolute descriptions of the position of the body of the tongue.

/o/ is used most often in syllables that are not accented, as in "obey" and before voiceless stop plosives:

/p/:	open	/t/:	boat	/k/:	soak

The diphthong /oʊ/ is used for ACCENTED syllables as in:

go (final sound) [goʊ]

sown and goat (here /oʊ/ is between two consonants)

For diphthong /oʊ/ the tongue moves from the arched position to the tongue position for /   / in a smooth, continuous, gliding movement.

/o–ʊ/o·–ʊ/   /o→ʊ/o→ʊ/

IMPORTANT NOTATION FOR OUR STUDY:

Since in General American Pronunciation the differences between the vowel and the diphthong are not distinctly, or phonemically, great, we are going to use just the /o/.

The dictionary designation for /o/ is ō.

ORTHOGRAPHY FOR /o/

Most common spelling: "o" as in no

Less common spellings:

ow: flow
ough: though
oa: boat
oh: oh
owe: owe
ou: soul
oe: foe

Even less common spellings:

ew: sew
eau: beau

What is the meaning of "beau"?

About half of the time when you see the letter o, it will be pronounced /o/; the other half of the time the letter o will be pronounced / ɑ /.

COMMON PROBLEMS

/o/ and / ɔ / before /r/ are sometimes interchanged, depending upon what part of the country you are living in. In the Eastern U.S. the words "oral" and "aural" are pronounced with the same phonetic designation:

[ɔrəl]

General American usage, and speakers of the Southern dialect, still keep differences between the two sounds:

oral	[orəl]
aural	[ɔrəl]
for	[for]
four	[fɔr]
morning	[mornɪŋ]
mourning	[mɔrnɪŋ]

* Whether to say /or/ or /ɔr/ makes very little difference to the non-native speaker. It won't make that much difference in how your words sound, so, EITHER IS ACCEPTABLE.

To remember it easily, the following clues are given:

When the letters "o", "oa", "ou", "oo" COMBINE WITH /r/ either /o/ or /ɔ/ may be pronounced. For example:

foreign

horrible

forest

floor

court

mourn

source

board

Sometimes the schwa is substituted for /o/. It is nonstandard to do so.

fellow

yellow

obey

The exception to this rule is when we tell time:

We do not say: ten o'clock ______________

We do do say: five o'clock ____________________

MINIMAL PAIRS /ɔ/ AND /o/

walk	woke
cost	coast
hall	hole
called	cold
ball	bowl
lawn	loan
saw	so
law	low
pause	pose
bought	boat
call	coal

DESCRIPTION /ɔ/

/ɔ/ is one out of four completely new vowel symbols that you have to learn:

/æ/	as in cat	(front vowel)
/ɔ/	as in law	(back vowel)
/ə/	as in under	(central vowel)
/ɚ/	as in mother	(central vowel)

Practice writing /ɔ/ with me so you can accustom yourself with the feel of it/

/ɔ/ ____

/ɔ/ ____

/ɔ/ ____

The dictionary designation is ô most of the time, or ȯ.

/ɔ/ is a low back vowel; whereas, /o/ is high.

The lips are round -- actually oblong and protruded.

The tongue is low but not as low as for /ɑ/.

The back of the tongue is arched toward the closed velum.

Tense vowels /i/ - /u/ - /o/ appear in syllables that end in a vowel and syllables that end in a consonant.

/ɔ/ is one of the lax vowels, along with /I/ and /ʊ/, and they appear mostly in closed vowels, as in:

sit   put   bought

ORTHOGRAPHY FOR / ɔ /

a as in ball

au as in caught

aw as in law

al as in halt

oa as in broad

ou as in bought

In some texts words such as:

border

toward

George

horse

are given the / ɔ / and others give the /or/.

As mentioned earlier, it doesn't make that much difference which one you use. It doesn't change the meaning of the word.

The dictionary designation for / ɔ / is:

COMMON PROBLEMS

/ ɔ / is confused most frequently with the vowel / ɑ /.

When the letter "o" comes before "g" and "ng", either / ɔ / or / ɑ / can be pronounced. For example:

long [lɔŋ] [lɑŋ]

frog ______________________

In words with "wa" you can find a variation between /ɔ/ and /ɑ/:

want ____________________

wash ____________________

water ____________________

In some American dialects it is:

a hot day ____________________

a hot day ____________________

They say:

not __________ instead of

not __________

15

CHECK LIST FOR VTR - 101-- 131

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STUDY GUIDE TO ACCOMPANY VTR /a/ #16

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You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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Study Guide to Accompany VTR - /ɑ/

In our last lesson we studied /o/ and /ɔ/. The /o/ is a high mid-back tense vowel with considerable lip rounding -- in fact the chief characteristic is the maximum rounding of the lips. Technically the /o/ is used most often in syllables that are not accented, as in obey, and before voiceless stop plosives p - t - k.

The diphthong /oʊ/ is used for accented syllables, but in General American Pronunciation, the differences between the vowel and the diphthong are not phonemically great, so we are just going to use /o/.

Let me point out that this is just my own bias. I am comfortable doing it this way and have found that non-native speakers do not discern the differences readily, and it simply does not make that much difference in the understand ability of their speech.

We also studied /ɔ/, as in law, as a low back vowel with very little tenseness in the glossal muscles. We said this is a distinctly new symbol that you must learn to make as a backwards "c".

There are frequent confusions that exist between /ɔ/ and /ɑ/.

In some cases, when the letter o comes before "g" and "ng", either /ɔ/ or /ɑ/ can be used. For example:

frog . . . on . . . golf . . . doll . . . gone

In words with "wa" either may be used:

water [wɔtɚ]

water [wɑtɚ]

We were ready to start the minimal pairs in words that are distinctly /o/ and their counterparts that are distinctly /ɔ/.

Notice when I give the minimal pairs I also give sentences, and these sentences show the natural rhythm and accent of American speech. We don't speak in single word units -- we speak in sentences, and you must practice with sentences that imitate the American pattern of starting out high pitch in the sentence, and dropping to low pitch at the end of sentences and on final phrases.

MINIMAL PAIRS

Here we recognize the important differences between the two phonemes /ɔ/ and /ɑ/. In these minimal pairs we are giving you more than just my transcription of symbols that stand for the sounds of the words. More accurately, we are giving you my transcription that represents my analysis of the words as I pronounce them.

Some words are clearly /ɔ/ and others are clearly /ɑ/ as in the following minimal pairs:

/ɔ/	/ɑ/
score	scar
form	farm
tort	tart
former	farmer
caught	cot
corn	car
gnawed	nod
pawed	pod
pawned	pond
dorm	darn
pork	park
court	cart
tore	tar

Let us turn our attention to the study of the last back vowel /ɑ/.

Remember in our Introduction to Vowels we pointed out that there is another vowel /   / that is frequently referred to as the British short o. It is used in some areas of the Eastern U.S. as in:

bath . . . can't

Since it is part of the Eastern U.S. dialect, we are not studying it. We do study the /ɑ/ because it is used in General American pronunciation.

/ɑ/ is a low-back vowel with the tenseness described as neutral. The chief characteristic is that the mouth has the widest opening of all the vowels.

/ɑ/ is the typical pronunciation for the majority of American English speakers in the so-called "short o" words that are shown in most dictionaries as in:

mop . . . stop

/ɑ/ is prevelant, especially before p - b - t - d - k - and l. For example:

p: mop

b: rob

t: not

d: cod

r: rock

l: college

For actual placement of /a/:

1. tongue tip is in the lowest possible position in the mouth
2. jaws are the farthest apart
3. back of the tongue is only slightly arched

If you close your mouth too much or arch your tongue too high, you will pronounce the /ɑ/ instead of the /a/.

/a/ is one of the most widely used vowels in the world. Some phoneticians say it is the most universally used speech sound. It is one of the earliest learned vowels by children, regardless of the language they will later speak.

Similarly, the /a/ combined with p is most often pronounced /ɒ/ and not /a/ -- the vowel that is heard in the speech of New England natives: ask [ask]

laugh [laf]

pot

probable

proper

pocket

Sometimes the /a/ is confused with the /æ/:

For /æ/ the tongue is arched forward in the mouth.

For /a/ the tongue will be arched slightly toward the back.

MINIMAL PAIRS

/a/	/æ/
chop	chap
bond	band
hot	hat
lock	lack
pod	pad
knock	knack
lop	lap
cop	cap
not	knat
blotter	*bladder
mop	*map

*Note: this word is not on the chart in the tape

INSTANT RECOGNITION EXERCISE

Write the /a/ when you hear the sound in the words I will pronounce:

1.
2.
3.
4.
5.
6.

Go to the alphabet chart:

/a/ as in mop and father

ORTHOGRAPHY

The most frequent spelling for /ɑ/* is:

a as in father and calm*

o as in not

Less common spellings are:

e as in sergeant

ow as in knowledge

ea as in heart

ua as in guard

*Many words using the / l / have the silent l also:

palm . . . calm . . . psalm . . . balm . . . almond

Many words with the / ɑ / and the r sound are mispronounced using / a /, a sound approximating /æ/, and the allophone /ɒ/:

park . . . garage . . . harsh . . . charm

star . . . far . . . bark . . . smart . . . car

These all take the standard / ɑ / pronunciation.

The dictionary designation is: ä or ŏ

Now we will contrast / ɑ / with all the other back vowels:

Starting with the highest tongue position we have / u /. / u / also has the most degree of rounding of the lips and tension of the glossal muscles.

/ ʊ / is the same as /   / but has a slightly lower tongue position with no muscle tension of the tongue muscles.

/ o / is lower still and has a gliding movement when the sound is made. It is also a diphthong with the joint symbols / oʊ/. The tongue is arched for /o/ and simultaneously and smoothly moves to the /   / position.

/ ɔ /, as in law, gives us an entirely new symbol -- it is made with the backwards "c".

In the space below practice making these symbols:

/ / ______________________________

/ / ______________________________

/ / ______________________________

/ / ______________________________

CONTRASTING WORDS WITH BACK VOWELS

/u/	/ʊ/	/o/	/ɔ/	/a/
boot		boat	bought	
coop		cope		cot
pool	put	pole	pall	pot
Luke	look	locate		lock
food	foot	fold	fought	
shooed	should	showed	Shaw	shot
mood		moat		
June		Joan		John
cool	could	coal	call	
fool	full	foal	fall	
stewed	stood		stalled	

4

DIFFICULT WORDS WITH BACK VOWELS:

geography ______________________

widow ______________________

compare ______________________

comparable ______________________

comptroller ______________________

conduit ______________________

compensate ______________________

coupon ______________________

drama ______________________

drought ______________________

entree ______________________

facade ______________________

faux pas ______________________

probably ______________________

wash ______________________

posthumous ______________________

architect ______________________

avenue ______________________

Beethoven ______________________

coiffure ______________________

coma ______________________

comma ______________________

ensemble ______________________

longevity ______________________

memento ______________________ not ________________

psyodonym ______________________

February ______________________

pronunciation ______________________

pronounce ______________________

CHECK LIST FOR VTR 121 · #16

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STUDY GUIDE TO ACCOMPANY - Schwa /ə/

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Write on the study guide all you wish.

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You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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Study Guide For VTR Schwa /ə/

I. Introduction of Central Vowels

II. Schwa - Description, Reduced vowel

III. Orthography

IV. Problems

V. Minimal pairs /ə/ and /ɑ/
/ə/ and /ʊ/
/ə/ and /ɔ/

VI. Other central vowels

VII. Difficult words with schwa and "er" words

VIII. Summary

I. INTRODUCTION OF CENTRAL VOWELS

All languages have front and back vowels, but not all use the central vowels.

The English central vowels are those that have the humping or arching in the central part of the tongue.

Remember we said when we describe the height of the tongue, we are saying something about how it sounds rather than something about the tongue position necessary to produce it. The terms dealing with the tongue are simply labels that describe how vowels sound in relation to one another. Because there is so much individual variation in tongue, they are not absolute descriptions of the position of the body of the tongue.

There is no standard tongue position typical for schwa.

It requires the least amount of energy of any of the vowels and is lower in pitch and shorter in duration. It is indefinite and obscure.

It is well to be warned that your ear and not spelling will indicate the schwa. In connected speech, we obscure more than 1/3 of the vowels, which in turn reduces them to schwa or /I/.

II. Schwa - DESCRIPTION, REDUCED VOWEL

We classify the schwa and its stressed count part /ʌ as lax, central, unround vowels.

The difference between the stressed and unstressed "uh" sound is that phoneticians use the upside-down v / ʌ / for the "uh" as in

up [ʌp]
cup [kʌp]
come [kʌm]
touch [tʌtʃ]

and the schwa / ə / only in unstressed syllables. It is also commonly heard for many other vowels when they are reduced in form during connected speech.

> e.g. "that" in connected speech becomes "thuht" as in
> "Where is that book?"

"as" also takes the reduced form of the schwa in connected speech as in

> "Go as fast as you can."

In both uses of "as", the /   / is reduced to the schwa.

There is no distinct phonemic difference between schwa and /ʌ , so, for our purposes we will use only the schwa and will indicate the slanted stress mark for the stressed syllable, as in

upper

Let us practice making the schwa:

Think of it as an upside down "e" and it is only one of four new symbols you are learning for vowels.

/ æ and /ɔ/ and /ɚ/ and /ə/

up up up up up up

Write it in one smooth motion with the pencil not leaving the surface.

uh uh uh uh uh uh uh uh

The schwa is the most frequently heard English vowel along with /I/. The schwa distinguishes English from other languages of Western Europe. It is also called the neutral vowel because sometimes the schwa is acceptable pronunciation for the unstressed form of every vowel in the language. This I have already shown you.

The schwa and the /I/ are important not only because they are so frequent, but also because they occur in the most basic structure words and inflections such as

is

it

a

the

was

These are less meaningfull words usually pronounced with weak stress in connected thought groups. Such words are called "Function words" and include

articles: a the

prepositions: of

personal pronouns: it

conjunctions : and

Pronounced in connected speech these one syllable words can be acceptably pronounced with either a stressed form or unstressed form, depending upon the circumstances of the sentence.

EXAMPLES: "I'll take the book and pencils.

no stress on "the" and "and".

But, if I said,

"I'll take the book AND pencils," I mean to emphasize the "and", and it is stressed.

INSTANT RECOGNITION EXERCISE

1.

2.

3.

4.

5.

6.

III. ORTHOGRAPHY

a - sofa

ou - rough

o - cover

e - telephone

u - up

oe - does

io - nation

ai - mountain

Dictionary designation is ə

IV. PROBLEMS

Caution that the schwa is not substituted for the er /ɚ/ in General American pronunciation.

father not

after not

either not

other not

dollar not

center not

mother not

V. MINIMAL PAIRS

Spanish and Italian do not have this phoneme. /ə/ and /ʌ/ can be confused with /ɑ/.

/ ɑ / is a lax back vowel wheras /ə/ and /ʌ have humping in the central part of the tongue.

/ə/ /ʌ/	and /ɑ/
pup	pop*
dull	doll
nut	knot
gun	gone
stuck	stock
sup	sop
come	calm

/ə/ /ʌ/	and /ʊ/
rough	roof
crux	crooks
buck	book
luck	look
cud	could

*In the first pair: pup-pop, the two words are written phonetically. I said instead of . I repeat the whole series, and then I do pronounce it correctly.

/ə/ /ʌ/ -	and /ɔ/
gun	gone
muss	moss
cut	caught
rung	wrong
stuck	stalk
sung	song
but	bought
pun	pawn

VI. OTHER CENTRAL VOWELS

The schwa is very close to the hooked schwa that gives us the "er" sound. If you recall, we said that for the "er" we would use only the /   /.

Hooked schwar - used for unstressed syllables as in father - upper - brother.
/ɚ/ The hook indicates it has "r" coloring or /r/ sounding.

Hooked reversed epsilon - used for stressed syllables as in early - bird - heard. The hook indicates the phpneme has /r/ coloring or /r/ sounding.
/ɝ/

Reversed epsilon - used in words with no /r/ sounding even though an /r/ is spelled in the word as in urge - bird - purse.
/ɜ/

This /r/ with no /r/ sounding is commonly heard in the Eastern part of the U.S. So, it depends upon what part of the country you live in and what /r/ you produce.

Most of the people in the U. S., perhaps 3/4 of the people, pronounce the vowel "er" with the /r/ coloring.

That is, most people speak the General American speech using the stressed er /ɝ/ as in turn [tɝn]

and

the unstressed er /ɚ/ as in father for this usage.

Remember that these two "er's" sound the same. There is no phonemic difference even though the stressed syllable would have longer duration. THERE IS NO PERCEPTIBLE DIFFERENCE, so in our course we have chosen to simplify the International Phonetic Alphabet and just use one symbol--the /ɚ/.

VII. DIFFICULT WORDS WITH schwa AND "er" WORDS *

malignant

comparative

nuptials

caramel

comely

guarantee

hiccough

correct

temperature

terrible

pitcher

picture

regular

burglar

*Time did not allow for these words to be given on the video tape.

#17

CHECK LIST FOR VTR - SCHWA /ə/

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STUDY GUIDE TO ACCOMPANY VTR 121 # 18

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STUDY GUIDE TO ACCOMPANY VTR /ɚ/

We have already studied the consonant /r/. It is probably the most controversial sound of the English language. We said the key features of the consonant /r/ are that:

1. It is produced with the tip of the tongue turned upward toward the hard palate. The tip is curled backwards so it is called a retroflexed phoneme. The tongue tip does not touch anything. Tongue blade turned upward.

2. Sides of the tongue touch the inside of upper molars. Lips are opened slightly.

Or It Can Be Made:

With the tip of the tongue low in the mouth, with blade and front part of the tongue raised in a hump toward the hard palate.

In addition to the consonent /r/, we have another entirely separate classification that the sound best described as "er" falls in. Phoneticians classify "er" as in

further

learned

mother

as vowels, which means that the "er" forms a syllable and if we have a syllable, we must have a spoken vowel.

Hooked schwar - used for unstressed syllables as in:

/ɚ/ father

upper

brother

The little hook indicates the phoneme has /r/ coloring, or an /r/ sound.

Hooked reversed epsilon - used for stresser "er' words as in

/ɝ/ early

bird

heard

The little hook indicates the phoneme has /r/ coloring, or an /r/ sounded.

Reversed epsilon is used in words with no /r/ sounding even though an /r/ is spelled in the word as in:

/ɜ/ urge

bird

purse

This /r/ with no /r/ sounding to it is commonly heard in the Eastern part of the U.S., some areas of the south, and from some natives of N.Y. City.

Purse becomes [pɜs] bird becomes [bɜd]

So, you see it depends upon what part of the country you live in and what /r/ you produce.

Most of the people in the U.S., some photicians say 3/4, pronounce the vowel "er" with /r/ coloring. That is, that most people speak the General American speech using the stressed or /ɝ/ as in turn, and the unstressed er /ɚ/ as in father for this usage.

It is important to note that these two er's sound the same, there is no phonemic difference even though of course the stressed syllable would have longer duration. There is no perceptible difference, so in our course we have chosen to simplify the International Phonetic Alphabet and just use one symbol, only the /ɚ/.

Just remember though, if you study later under another instructor in another college, you would probably have to learn all three of these phonemes.

If we used both symbols, we would transcribe the words as follows:

further

murder

murmer

as found in the Kenyon and Knott Dictionary.

Dictionary: ɝ = ûr

ɚ = ər

How do you know when to use /r/ and when to use /ɚ/?

In words such as mother and flatter, you notice first how you divide the word into syllables:

mother [mə ðɚ]

flatter [flæ tɚ]

The er is clearly the vowel of the second syllable. The er is the nucleus or main part of that syllable.

But, in words such as red, try, and road; the "r" in the word is at the beginning of the syllable and a vowel not the r is the nucleus of the word.

red [rɛd]

try [traɪ]

road [rod]

Main characteristic is the vowel.

ORTHOGRAPHY

ur	urge
	nurse
	turn
	disturb
	curb
	church
ir	birth
	first
er	serve
	verb
	after
	paper

ar	collar
	sugar
or	work
	worse
	actor
	favor
ure	measure
	picture (pitcher)
ea	earn
	learn
our	journey

For our study, all of these words take the er /ɚ/.

Minimal Pairs: Caution that the schwa is not substituted for /ɚ/ in General American pronunciation.

father not [faðə]

after not [æftə]

either not [iðə]

other not [əðə]

dollar not [dalə]

center not [sɛntə]

mother not [məðə]

er and /ɔɪ/ as in boy

early - olly

learn - loin

burl - boil

earl - oil

sir - soy

verse - voice

burrs - boys

curl - coil

verge -- voyage

SUMMARY

/ ɝ / and / ɚ/ are central vowels.

We are simplifying our study of IPA so we are using only / /. It is called a central vowel because the central part of the tongue is most active. The middle of the tongue is arched toward the hard palate. When comparing it with the consenant /r/, we remind you to make it longer and stronger with the lips unrounded.

The er is found in those words where the syllable nucleus is the er.

CHECK LIST FOR VTR /ɚ/ #18

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STUDY GUIDE TO ACCOMPANY VTR - /f/ - /v/

H 19

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STUDY GUIDE TO ACCOMPANY VTR /f/ - /v/

Introduction and Preview

We hope with our continued analysis of sounds you are beginning to hear and produce speech sounds accurately. You have already listened to the audio tape on these two phonemes and this step of listening to the audio tape and practicing with your tutor is most important because you have to do that first before you can even begin pronouncing the sound.

Be sure you have your study guide for FRICATIVES /f/ - /v/. Write the symbols next to the words while I am pronouncing and you are repeating the words. Remember, the guide is your working tool to also practice with each other and your tutor.

I. General Information and Preview

II. Linguistic Description

III. Minimal Pair - Common Problems

IV. Orthography

V. Summary and Conclusion

/f/ - /v/

We have been classifying the consonants for sonancy--or if they are voiced and voiceless AND a second basis for classification is the place of articulation:

lips - labial
teeth - dental
gum ridge - alveolar
hard palate - palatal
soft palate - velar
glottis - glottal
tongue - lingual

We produce sounds by a process of changing the path of the breath stream from the larnyx out thru the mouth and nose. The chief identifying characteristic of today's phoneme pair is that the lips and tongue are in action so we say they are LINGUDENTALS.
lingu meaning tongue
dental meaning teeth

Linguistic Description

Fricatives are those consonants that have friction noises from a constriction of air stream as the sound is being produced. You can hear the friction of the breath being forced past the teeth.

It is called a labiodental because the lower lip is lightly placed against the upper teeth. The velum is closed and the air is forced under moderate pressure out thru the spaces between the teeth.

So, the breath stream is continually released, so we say as opposed to stop-plosive fricatives are continuants.

/f/ and /v/ can be prolonged without destroying their basic characteristics.

/v/ is the voiced cognate of /f/ and tends to have less pressure against the lip.

Minimal Pair - Common Problems

/b/ - /v/ and /v/ - /w/ difficulty

Students whose original language is Spanish or Tagalog tend to confuse /v/ for /b/ because there is no clear distinction between the two consonants in their tongues. They pronounce /nv/ as /mb/.
Invitation becomes imbitation.
Environment becomes Embironment.

Scandinavians, Central Europeans, Iranians, and Arabic speaking people confuse the /v/ with /w/. It is easy to understand these substitutions because all of these sounds are made forward in the mouth. largely with the lips, teeth, and tip of the tongue.

Minimal Pairs

Here we recognize the important differences between the two phonemes. In these minimal pairs we are giving you more than just my transcription of symbols that stand for the sounds of the words. More accurately, we say that my transcription represents my analysis of the words as I pronounce them.

Those with language backgrounds other than English sometimes substitute /f/ for /v/.

five becomes fife

live becomes

/f/ for	/v/
fat	vat
fail	veil
feel	veal
face	vase
refuse	reviews
rifle	rival
surface	service
shuffle	shovel
half	have
leaf	leave
life	live
safe	save
infest	invest

/f/ for	/θ
fought	thought
free	three
Fred	thread

/v/ for	/b/
very	berry
van	ban
vest	best
vote	boat
veil	bail
vat	bat
vase	base
vent	bent
rove	robe
divine	define

/v/ for	/b/
vigor	bigger

Orthography

/f/ is never silent and never pronounced as anything but /f/ with the exception of the word "of".

Initial:	funny	far
Medial:	afraid	awful
Final:	chief	life

ff:	coffee	office
gh:	enough	tough
ph:	physical	telephone

/v/ is uncomplicated
/v/ is truly phonetic - you see it, you pronounce it - it is never silent.

v: as in	voice	valentine	(initial)
	bravery	never	(medial)
	love	save	(final)

ph: only in Stephen = /v/

There is little phonetic variation with /f/. If you are making the sound by itself, you exaggerate the position of the upper teeth on the lips. When /f/ is produced in connected speech, the position of the teeth is not so pronounced. Just like all other sounds, it tends to assume the position of sounds before it and after it.

e.g. foot - lips protrude for the /ʊ/ .

/w/ for	/v/	
vail	veil	
went	vent	
west	vest	
wheel	veal	(note wh)
wane	vein	
wary	very	
worse	verse	
wine	vine	

To avoid the /v/ - /w/ substitution, it is important to protrude the lips--push them out and keep the lower lip away from the upper teeth. If the lower lip even brushes the teeth, the /v/ phoneme will be sounded.

Summary

/f/ - /v/ are among the easier phonemes. Native speakers rarely have difficulty, although children in developing speech substitute the /f/ for the /   / sound. Among foreign speakers, few have difficulty.

CHECK LIST FOR VTR - /f/ and /v/

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STUDY GUIDE TO ACCOMPANY VTR /θ/ and /ð/

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If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

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STUDY GUIDE TO ACCOMPANY VTR

Linguistic Description:

/θ/ theta

/ð/ crossed d

Diacritical marking systems differ in dictionaries, so I can't tell you what markings are given for these phonemes. The Random House Dictionary and Webster's New World Dictionary, two widely used dictionaries use the following diacritical marks:

th voiceless

~~th~~ voiced

The theta and crossed d are classified as lingua - dental fricatives. They are produced by putting the flattened tip of the tongue between the teeth (or slightly back of the upper teeth.) The air stream passes thru the narrowed space between the tongue and teeth.
The velum is closed and the sides of the tongue are in contact with the upper molars.

These phonemes are continuants because their sounds can be continued without their chief characteristics changing and each can be maintained on one single breath.

Voiceless /θ/ is acoustically the weakest sound in the language. By that we mean it is produced with the least amount of physical energy, and is therefore among the most difficult to hear. That is why hard-of-hearing people have difficulty with /θ/

Foreign born people who do not have theta in their native language tend to substitute their nearest approximation: They make the sound that nearly produces the /θ/:

Substitutions: /t/ for /θ/
/s/ for /θ/
/z/ for /ð/
Spanish /d/ for /ð/

/θ/ occurs in English, Welsh, and Celtic.
Avoid substitution: /t/ or /s/ for /θ

/ð/ occurs in Spanish, English, Danish, and Celtic.
Avoid substituting /z/ or /d/ for /ð

Native speakers sometimes have difficulty with substituting /f/ or /t/ for /θ

101 - 181

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Because English spellings are so confusing, foreign speakers still have difficulty with these phonemes. The key is practice. The more you familiarize yourself with these phonemes and practice them in sentences and use them in connected speech, the sooner your confusion will disappear.

Fricatives are consonants which are recognized by their friction or noise. The air passage is made smaller by the contact of lip and teeth, so friction results.

Minimal Pairs

/θ/ and /t/

path	pat
faith	fate
theme	team
thread	Ted
three	tree
thin	tin
thank	tank
both	boat
bath	bat

/θ/ and /s/

thick	sick
mouth	mouse
thought	sought
thing	sing
path	pass
think	sink
thick	sick
faith	face
bath	bass

/ θ / and	/f/
thin	fin
thirst	first
thread	Fred
lath	laugh
three	free
threat	fret
thought	fought
wreath	reef
/ ð / and	/z/
breathe	breeze
clothe	close
lathe	lays
tithe	ties
seethe	seize
writhe	rise
/ ð / and	/d/
father	fodder
though	doe
breathe	breed
they	day
lather	ladder

Orthography

/θ voiceless th (or theta) is regularly spelled "th". Nearly all initial th words are pronounced with the voiceless th - / /. Generally, at the beginnings of nouns, verbs, adjectives, and adverbs derived from adjectives.

You use /θ as in:

thumb

thank

thousand

thickly

These are mainly idea-carrying words and the theta pronunciation is used with the more energetic force. Idea-carrying words are pronounced more emphatically.

The exceptions to this are a limited number of words--pronouns or related to pronouns and conjunctions and adverbs not taken from adjectives:

the
that
this
these
those
they
them
thus (adv.)
their
then (adv.)
than (adv.)
though

All these take the voiced: th /ð/.
These words are less likely to be pronounced emphatically, so they have acquired the less energetic voiced pronunciation. Historically, the theta and crossed d were not separate phonemes, so we can understand why so much confusion exists.

/th/ in the medial position
There is no consistent rule if it is pronounced voiced or voiceless, with the exception of when the "th" is followed by "er", it takes the voiced "th" as in mother, father, lather, and other; these words are of Germanic origin.

"ether" is voiceless, so it does not apply to this word.

Examples of /θ in medial position:

something anything method

th in final position has many variations: Final th is usually voiceless / /

smooth soothe breathe bathe (not final "e")
In final position, / θ/ / becomes /ð when singular is made into plurals:

bath = baths path = paths

In the final position, also / θ / when joined with n, r, p, or l forms the end of a syllable with consonant clusters:

ninth

length

hearth

health

Voiced th, the crossed d, serves at the beginning and end of syllables, but it does not combine with other consonants to form syllables at the end of the word in consonant clusters.

Voiced th at the end of a syllable is linked only with /d/ and /z/ to show simple past tense in words like bathed and third person in words like seethes.

Summary

Use mirror. Practice these different appearing symbols.

#20

CHECK LIST FOR VTR - /θ/ - /ð/

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STUDY GUIDE TO ACCOMPANY VTR - /s/ - /z/

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STUDY GUIDE TO ACCOMPANY VTR

I. Linguistic description

II. Minimal Pairs * Common problems

III. Orthography

IV. Summary

/s/ - /z/ are lingua-alveolar fricatives. The tongue tip goes behind the upper or lower teeth, but the blade of the tongue is arched to almost touch the alveolar ridge. This is the most frequent articulatory contact or movement in English speech. The tongue goes to or toward the alveolar ridge. The ability to raise the tongue rapidly and independently is highly important to clear articulation.

The sides of the tongue are in contact with the inner surfaces of the upper molars. The tongue is slightly grooved in the middle or midline, so air is forced down along this groove. This position forms a narrow channel at the midline of the tongue so the sound is made with the breath stream being forced thru the narrow space between the tongue and the hard palate. The friction noise is created as the breath stream strikes the alveolar ridge and goes outward thru the cutting edges of the teeth that are together.

So, tongue sides against upper molars. Tongue tip behind upper or lower teeth. Tongue blade arched to point just behind alveolar ridge. Teeth together in normal position. Lips are in smiling position.

These cognates are among the most commonly misarticulated consonants in English by native speakers. This is due to the high frequency of number of cycles per second each one has. The frequency range for /s/ and /z/ is from 2,000 to 4,500 cycles per second. If this high range is blocked out partially, much of the sound is lost. This is why people who have a partial high frequency loss in hearing do not hear and sometimes cannot proncunce these sounds correctly.'

/s/ is one of the most commonly occurring phonemes in natural spontaneous language of normal speakers. It not only ranks 4th in number of times it occurs out of the 25 consonants to form consonants clusters at the beginning of syllables. e.g. switch, slam, splash, and scratch.

/s/ also functions at the end of a syllable with 18 different consonant combinations, with most of them associated with the plural of nouns and the tense of verbs. So, attention must be given to /s/. On this video tape, we are giving you some key information, but be sure you get the additional information from your study guide and your text-book.

Minimal Pairs

/s/	/z/
bus	buzz
race	rays
base	bays
dose	doze
lace	lays
ice	eyes
place	plays
purse	purrs
spice	spies
niece	knees
hearse	hers
loose	lose
see	Z
rice	rise
sink	zinc
seal	zeal
sip	zip
dice	dies
deceased	diseased
peach	peas
price	prize
niece	knees
race	rays

/z/ - /s/	/t/
sill	till
zone	tone
zoom	tomb
sin	tin
sack	tack
zoo	too
zip	tip
sail	tail
sake	take

/s/	/θ/
pass	path
sank	thank
moss	moth
seem	theme
bass	bath
sick	thick
miss	myth
sought	thought
sin	thin
sigh	thigh
mass	math
face	faith

Orthography

Spelling and pronunciation rules for /s/ are so complex and subject to so many exceptions that it is not practical to study.

Generally:
Initial "s" is almost always /s/
s say some so
c cent

Midial: no easy rule to follow
can be /s/ as in conserve
can be /z/ as in reserve

Final:
ss as in less /s/
c as in race /s/
x as in hoax /ks/
z as in waltz /s/
ps as in psychology
s silent as in island

At the end of a word the /z/ sound is pronounced rather softly. It is better to emphasize the vowel preceding the /z/ sound than to pronounce it with a strong buzzing sound.

buzz

fuzz

raise

One of the most common problems with these sibilants is the confusion of which phoneme to pronounce when the ending is /s/.
Can be /z/ as in was and reason
Can be /s/ as in seats and fights
For one thing, don't look at the spelling of a word, but concentrate on how it sounds. Here are a few rules for you to apply when /s/ forms plurals or when the verb takes the form of third person singular. Repeat these if necessary, on the tape, and be sure to go over them with your tutor. Use the tape recorder to check yourself.

Rules for pronunciation of /s/ and /z/

1. A final "s" keeps pronunciation of /s/ when it follows a voiceless consonant to form the plural of nouns and to form the 3rd person singular.
   To form plural of nouns:
   hats, mats, rats, plates, cups, and cuffs.
   To form 3rd person singular:
   walks, talks, and pats

2. A final "s" takes pronunciation of /z/ except when the preceding consonant is voiced excepting "z". So, if the consonant before the s is voiced, you pronounce /z/
   beads
   hams
   barns
   coals
   legs
   tubes
   doves
   Note that these are all root words with suffixes added. And each preceding consonant is voiced so it takes the sound of /z/.

3. After sibilants or sounds like sibilants such as /s/, /z/, /tʃ/, /dʒ/, /ʃ/, and /ʒ/
   The "es" is pronounced /ɪz/ or /əz/ as in:
   garages [gəraʒəz]

   catches [kætʃəz]

   kisses [kɪzzɪz]*

   horses [horsɪz]

4. If the root word ends in "y" or "i", in the singular, use /z/.

   taxi [tæksi]

   taxies [tækiz]

*The suffixes become separate syllables because it would be awkward to pronounce s or z immediately following sibilants or sibilant sounding words.

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CHECK LIST FOR VTR -/s/- /z/

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STUDY GUIDE TO ACCOMPANY VTR - /ʃ/ and /ʒ/ #22

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STUDY GUIDE TO ACCOMPANY VTR

THESE are lingua-palatal (or blade-tongue postalveolar) fricatives. The principal concentration of acoustic energy is in a lower frequency than /s/ - /z/.

If we compare the /ʃ/ - /ʒ/ with /s-z/, you will see how easy it is to master these phonemes.

/ʃ/ and /ʒ/ are made with the entire tongue drawn a little farther back than for the /s/. The tongue blade is made broader and flatter, so there is no groove or channel to direct the air. The tip of the tongue is placed behind the upper teeth, never behind the lower teeth. The stream of breath is froced over the flattened tongue surface and emitted between the cutting edges of the teeth. Lips are slightly protruded or stuck out.

sh ʃ   sh   zh   zh

sh is the voiceless cognate of zh -ʒ

/ʃ/ sh is found in all positions in a word. It is less common that /s/ in modern languages of Europe and Asia. Spanish speaking people substitute this sound for /tʃ/.

The voiced cognate /ʒ/ is never found initially in English--only medially and finally.

measure   television   garage

/ʒ/ is the least frequently used sound of the English language. There is no consistent spelling for it. After the Norman invasion of England in the eleventh century, this phoneme was assimilated into English. So, originally this is not an English sound but one adapted into use by conquerors of another language. Naturally, then, this sound is found in words of French origin as in:

rouge

bijou

pleasure

azure

aphasiz

regime

barrage

prestige

/ʃ/ and /ʒ/ along with /s/ and /z/ are frequengly referred to as sibilants. It is well for us to note this because we earlier referred to a rule that requires us to know which are sibilants and which are not:

Rul for pronunciation of s-z: after sibilants or hissing sounds, the "es" is pronounced /iz/ or /əz/.

catches wishes kisses horses

sh and zh are slightly shorter in duration than the s and z and has energy concentration in slightly lower frequencies than the s-z pair.

Minimal pairs

/ʃ/	and	/tʃ/
shoes		choose
shin		chin
shore		chore
cashing		catching
washer		watcher
mash		match
lash		latch
dishing		ditching
mush		much
ship		chip
shop		chop
wish		witch

Minimal Pairs

/ʃ/	and	/s/
shell		sell
ship		sip
shoe		sue
short		sort
shame		same
shore		sore
she		see
sheet		seat
shelf		self
shower		sour
clash		class

Difference: ʃ:s

For /ʃ/ pull tongue blade back more toward hard palate

Orthography:

/ʃ/ is found at the beginning of a word as in:

shop
Chicago
champagne
chef
sugar

/ʒ/ is found in the medial position as in:

c	delicious	ocean
t	direction	nation
ss	Russia	
sc	conscious	luscious

/ʃ/ is found in the final position as in:

push

wash

English

Notice the /ʃ/ is used where

si mission

ci delicious

sci luscious

ti are followed by an unstressed vowel or syllabic consonant. nation

/ʒ/ is found only in medial and final positions as in:

s	tresure*	g	garage
	usual		massage - message
	television		beige
	measure		

*spelled treasure

/ʃ/ words with "ch" spelling

champagne

chivalry

chauvinism

chateau

chasis

chic

charade

machine

Chicago

cache

chagrin

chalet

chaperone(e)

chapeau

/ʃ/ word with "ch" spelling (cont.)

charlatan

Charlemagne

chartreuse

chef

chenille

Chopin

parachute

Non-native speakers usually do not have difficulty with these fricatives.

When you look up words in the dictionary, you will find that the

/ʃ/ phoneme is shown as: sh

and

/ʒ/ phoneme is shown as : zh

Summary:
These fricatives, then, are relatively easy to learn. They are sibilants that require precise placement of the tongue tip behind the upper teeth and the tongue blade flattened. These sounds are made with the tongue pulled further back than with the sibilants s-z. The lips may be rounded or slightly protruded.

We have concluded this lesson. Be sure you practice this material with the tutor and be prepared to participate in a study session with me. Thank you very much.

Note to Student:
What is the reason the instructor had the phonetic transcription first with the word [məʃin] machine in the minimal pairs.

CHECK LIST FOR VTR [ʃ]-131

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STUDY GUIDE TO ACCOMPANY VTR - /h/ #23

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STUDY GUIDE TO ACCOMPANY VTR - /h/

I. Review

II. Linguistic Description

III. Orthography

IV. Minimal Pairs

V. Summary

I. REVIEW

We are accustomed to thinking of the articulators as the teeth, tongue, lips, hard palate, soft palate, and alveolar ridge. They are the chief articulators and this is true.

For the /h/ phoneme we are studying NO MOVEMENT OF THE LIPS - JAW - OR TONGUE OR TEETH are required. The vocal cords are closed just enough to partially stop the outgoing breath which in turn produces a friction noise. But the vocal cords do not close together enough to produce tone.

/h/ is a voiceless, glottal continuant. It is also called a laryngeal fricative.

voiceless - vocal cords are not in vibration:
(vocal cords, lips, folds, bands)
(not chords)
vocal cords are 9/10 inch in men
7/10 inch in women

Glottis is the opening of the vocal cords.
In process of vibrating they come close together.

II. LINGUISTIC DESCRIPTION

/h/ is sounded by forcing the voiceless breath between the ALMOST closed edges of the vocal cords. The velum is closed so it is an oral sound and it is a continuant because the phoneme can be carried as long as the breath lasts.

It is a fricative because friction noise results from the passage of air between the partly closed vocal cords.
Also the air strikes the hard and soft surfaces of the throat and mouth to produce a degree of friction.

This sound is unusual in that no specific lip or tongue positions are required. They are in fixed readiness for the phoneme that follows.

III. ORTHOGRAPHY

/h/ sound is heard in words with an initial /h/ as in:
1) horse 2) house 3) he
wh spelling as in:
4) who 5) when 6) whole

******Point out difference between whole and hole. Also show "funny" word:
why -
no /h/ sound at all

Note the /h/ is followed by a vowel. All other /h/ are either silent or are pronounced some other way.

Also - two words have gradually changed in pronunciation so that now the /h/ is pronounced.

humor - humble

= = = = = = = = = = = = = =

Let us remember that the phoneme we are studying is a voiceless fricative. It is not the /hw/ that we considered here under the glides.

The /h/ sound gets its sound from the unvoiced breath passing between the partially closed vocal cords.

The only action with the /hw/ comes from the mouth, not the glottis.

/h/ is not usually pronounced in the MEDIAL position in unstressed syllables.

1) weight
2) height
3) haughty all silent

When /h/ occurs between vowels you do pronounce it.

4) rehear
5) rehearse
6) behavior
7) behead
8) behind
9) rehash

The /h/ is combined with

"c" for ch = /tʃ/
"t" for th = /θ/ /ð/
"g" for gh = ______ though
gh = /f/ enough /f/

In these combinations the /h/ is used for entirely different phonemes.

- -

/h/ is usually pronounced in the medial position in a STRESSED SYLLABLE
do say /h/ 1) uphold 2) inherit 3) upheaval 4) overhaul
5) inhuman 6) inhabit 7) somehow 8) enhance

?

Some words in English are definitely pronounced with a silent /h/. These words came from the Latin originally, when the /h/ was sounded; they were adapted into Old French where they were not pronounced, in unstressed syllables.

homage
honor
honest
hour
heir
heiress
heirloom
shepherd
hombre
vehement
hors d'oeuvre

Because pronunciation changes before spelling, and language is in the constant state of gradual change we have words that are either pronounced with /h/ or not.

herb or [hɝb]
vehicle or [vihɪkl̩]

As we have said many times pronunciation changes depending upon the stress in the word and also the stress in accent.

It's to his credit. [ɪtz to ɪz krɛdɪt]

His book is lost. [hɪz bʊk ɪz lɔst]

"hu" takes /hj/ as in huge
or /ju/:
human
humane
humorist
humorous

Following words only: /hju/ as in hue - humidity - humiliate - humility

IV. MINIMAL PAIRS h - without /h/

high - eye
heel - eel
heat -eat
his - is
has - as
hat - at
hold - old
hand - and
hear -ear
harbor - arm
had - add
hair - air
her - air
her - err
hill - ill
hit - it

③

V. SUMMARY /h/

/h/ has vocalic characteristics and is produced by construction of air in the gloetis. It has high frequency energy but it is a softly spoken barely heard phoneme. It is not a difficult sound to learn and is rarely confused c̄ other consonants.

#23

CHECK LIST FOR VTR - /h/

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STUDY GUIDE TO ACCOMPANY VTR - /tʃ/ and /dʒ/

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STUDY GUIDE TO ACCOMPANY VTR /tʃ / - /dʒ /

Affricates

Affricates are those sounds that are combinations of a stop and a fricative. There are only two:

/tʃ/ as in church

/dʒ/ as in judge

An affricate is made from the slow release of a stop sound--the "t" into a fricative sound--the /ʃ/

These two are separate phonemes and although they contain two symbols each, they are recognized physiologically as distinctive and phonemic units.

Don't confuse them with blends because blends represent single units that are uttered in rapid sequence. beads flats

The /tʃ / and /dʒ / are made up of two separate consonant sounds produced instanteously one after the other, but they function linguistically in our language as one unit or one phoneme.

The affricates are made by placing the tongue in the position for /t/ and /d/. The breath stream is forced upward as for the stops, but instead of a plosion over the tip of the tongue, the blade is elevated nearly to the hard palate as in /ʃ/

So, the tongue tip pulls away from the alveolar ridge and tongue blade goes to the hard palate.

/dʒ/ is the voiced cognate of /tʃ]

To emphasize the fact that they are single phonemic units, some phoneticians use single symbols for these sounds:

IPA	DICT ION	TRAGER SMITH ALPHABET	PIKE LADO FRIES	CHOMSKY HALE
/tʃ /	ch	tš	č	t
/dʒ /	j	dž	ǰ	j

These phonemes present difficulty for students because several languages do not have these sounds in their languages.

French does not have /tʃ/ - /dʒ/. They use /ʃ

Germans do not have /dʒ They frequently substitute /ʃ and /tʃ

Spanish does not have /d

In Argentina, /dʒ/ replaces /j/ and in most Latin American countries and Spain, this substitution can be heard.

Chinese, Spanish, and Scandinavians confuse the affricates and /j/ with one another.

/tʃ
/dʒ All three are interchanged.
/ j

Most common substitution for students from Mexico is to substitute /ʃ for /tʃ

MINIMAL PAIRS

/tʃ/ -	/dʒ/
choke	joke
chin	gin
chunk	junk
chive	jive
chain	Jane
perch	purge

/tʃ/ -	/ʃ/
cheer	sheer
catch	cash
cheap	sheep
chin	shin
match	mash
much	mush
choose	shoes
march	marsh
witch	wish
crutch	crush
ditch	dish
catching	cashing
watching	washing

The difference between the 2 above is when gum ridge is touched by the tongue you have the / tʃ

/d / -	/j/
jello	yellow
joke	yoke
jail	Yale
jarred	yard
Jack	yak
Jew	you
jet	yet
jeer	year

Main difference is that the tongue touches the palate firmly for /dʒ/ but it touches it lightly for the /j/.

/dʒ/	/ʒ/
pledger	pleasure
major	measure
message	massage
page	beige

Distinguishing teature of these two sounds is that the tongue makes firm contact with the gum ridge for the /dʒ/ and the tongue is in light contact with the ridge for /ʒ/.

ORTHOGRAPHY Common spellings

ch as in church
tch as in catch
tion as in question
ture as in adventure
c as in cello (from the Italian)
nch is always /ntʃ/ inch

Especially hard for French because ch is always pronounced /ʃ/. So, special attention must be given to /tʃ/.

j as in judge
dj as in adjacent
d as in gradual
dg as in edge
g as in gem
gg as in exaggerate

Summary

These two phonemes are heard among the least frequently in English. Only the /ʒ as in treasure and /hw/ as in "what" are heard less.

Students for whom English is a second language find much difficulty with /tʃ and /ʒ/ If you are a Spanish speaking student, this lesson is especially appropriate for you. Remember to meet with your tutor in the Skill Center--you may want to repeat the audio tapes and also this video tape. Practice using sentences and come prepared to work with me when we have our study session.

Note to Student: Know the meanings of "jeer" and "Halloween."

IPA	DICT.	TRAGER SMITH	PIKE LADO FRIES
tʃ	ch	tš	č
dʒ	j	dž	ǰ

CHECK LIST FOR VTR /tʃ/ - /dʒ/

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#25

STUDY GUIDE TO ACCOMPANY VTR - /hw/ and /w/

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STUDY GUIDE TO ACCOMPANY VTR /hw/ - /w/

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The phoneme /hw/ is an /h/ approach to /w/. It is a fricative-glide combination that is made with the first part of the gliding movement is begun with a voiceless /h/.

as in why [hwaɪ]
when [hwɛn]
whale [hwel]
whey [hwe]

Most people who use General American speech do not say:

[hwɛr] for where or [hwe] for way

We do not make precise distinction between the following words:

wear and where
way and whey

We can tell which word is meant by the context.

What is the meaning of the word context?

Since /hw/ does not make a great difference as it is pronounced in General American speech we will use only /w/ and not study the /hw/.

/w/ is a glide semivowel.
Glides are sound with the articulators in motion (or moving) during their formation.

Linguistic description:
Tip of the tongue is behind and TOUCHES THE lower front teeth.
The lips and tongue move rapidly into the positon of the vowel which follows.

Comparison: We can regard /w/ as a kind of shortened, intensified, and gliding counterpart of the vowels /u/ as in pool and /ʊ/ as in put.

German and Iranian students invariably confuse /w/ with /v/

What is the difference between these two?

/v/ is a voiced fricative with the upper teeth biting down on the lower lip,
/w/ is a voiced labial glide made by rounding the lips, then moving them to the position of the next vowel.
Can you feel the air as it comes out in a puff after saying /w/ = /w/ /w/?
Use a mirror to see the differnece visually between /v/ and /w/.

Speakers of chinese, Russian and Spanish frequently omit /w/ from words like wood, woo, and wolf. [wʊd] [wu] [wʊlf]

Orthography

initial position: we - want - water

medial position: away - aware - reward

final position: owe -
own -

special spelling: The /w/ is sounded when the "u" follows the "qu" as in:

question

request

quiet

queen

queer

quit

quote

quick

All of these say /kw/

gu: as in guava

silent "wr" words: wreck
write
answer
toward - note silent /w/

special difficult words:

one

once

two

who

choir

PRACTICE: Note how different the glide /w/ is for each vowel that follows it. The mouth takes on the features of the vowel.

/wi/ /w / /w / /we/ /w / /w / / / / /

People who speak German as their native tongue substitute the voiceless cognate of /v/ of the /f/ for the /w/.

Clear distingtion can be made here because in addition to all the things we said, these minimal pairs are different in voicing.

MINIMAL PAIRS

/v/ for /w/

vell - wail

vaunt - want

vent - went

vest - west

vet - wet

vine - wine

viper - wiper

visor - wiser

vault - Walt

verse - worse

veep - weep

vow - wow

very - wary

veal - wheel

vie - Y

vend - wend

vein - Wayne

Fay - way

furled - world

fife - wife

fate - wait

food - wooed

fin - win

file - while

fill - will

fail - whale

fine - wine

feet - wheat

Common mispronunciation for /w/ in the medial position

always	/w/	not	/v/
anyone	"	"	"
sidewalk	"	"	"
away	"	"	"
awake	"	"	"
between	"	"	"
sandwich	"	"	"

CHECK LIST FOR VTR - /hw/ and /w/

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STUDY GUIDE FOR LATERAL /l/ AND SYLLABIC CONSONANTS #26

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Lateral / / and Syllabic Consonants

We are studying /l/ as in look. /l/ is tenth in frequency of occurrence of the consonants in connected speech of normal speakers. It is made in the lingua-alveolar position that is the most commonly used placement for English sounds.

CLASSIFICATION

/l/ is a voiced continuant with a vowel-like quality. Phoneticians differ in their classification of /l/ as a glide. We arbitrarily choose to include it as a glide.

/l/ is always classified as a lateral BECAUSE THE TONGUE TIP TOUCHES THE ALVEOLAR RIDGE -- BUT THE BLADE AND BACK PART OF THE TONGUE REMAIN RELAXED, allowing the breath stream to pass bilaterally around the tongue tip and alveolar placement. So a portion of the tongue is lowered to permit the vocalized breath to escape over the sides. The soft palate or velum is raised to prevent the sound from becoming nasalized.

PROBLEMS

Foreign speakers tend to produce a dark /l/ or a dentalized /l/ -- because many languages have the /l/ produced with the back of the tongue raised or the tongue tip behind the teeth.

In our standard American pronunciation the only time you have a dentalized /l/ is when it follows voiceless and voiced th.

wealth

call them

Asiatic speakers confuse the /l/ with the /r/. Much practice with the /r/ tape will be needed for you to distinguish between the two.

Actually /l/ and /r/ have opposite articulation . . . /l/ tongue tip touches the gum ridge and the air goes out OVER THE SIDES. SIDES OF THE TONGUE DO NOT TOUCH ANYTHING. /r/ - sides of the tongue touch the gum ridge while the air goes out over the middle and tip.

ALLOPHONES OF /l/

The many allophones of /l/ have to do with what sound comes before or after it. If /l/ is followed by a front vowel like in /lip/ and /lead/ the tongue tip is on the alveolar ridge. When /l/ is followed by a back vowel such as /ɔ/ law and lock /a/ the placement is much farther back.

Native speakers have difficulties with / / when they substitute /j/ for /l/ or /w/ for /l/.

as in million [mɪjn̩] for [mɪljn̩]
and yellow [jɛˈwo] for [jɛlo]

SYLLABIC CONSONANTS

/l/ is considered in traditional phonetic terminology as a glide, along with r, w, j, because of their extreme flexibility in assuming the role of either a consonant or a vowel. Also these sounds have chief characteristics of not position but movement. The consonant /l/ serves the function of a consonant at the beginning of the word and in the medial position, but functions as a vowel in the final position, especially if the word contains more than one syllable.

l - m - n are syllabic consonants because they act as vowel substitutes. In connected speech we say 1. bottle 2. button 3. get em, and in each case the consonant takes the place of the vowel although the tongue does not approximate any vowel at all. A syllable is formed in each word without a true vowel sound.

To show that a phoneme is acting as a syllabic consonant, a syllabic mark is made. The mark is either a short bar under the symbol or a dot directly under the symbol, or even a small circle under the symbol.

4. eaten 5. surrealism 6. girdle

A good way to tell whether or not a consonant is syllabic is to listen very carefully and if you don't hear a vowel sound in a given syllable, it is a syllabic consonant.

When the vowel is heard it is usually represented as a schwa as the last syllable.

7. taken [tekən]

note schwa

8. fusion [fjuʒən]

Syllabic consonants are found when a syllable ends in / t / / d / or / n /, and the next syllable is unstressed and contains an / l / or / n /.

little [lɪtl̩]

sudden [sədn̩]

wouldn't [wʊdn̩t]

button [bətn̩]

The consonants which act as syllabic consonants all are made with the tip of the tongue touching the alveolar ridge (gum ridge). It is because of this position that the tongue tip causes the formation of the syllabic consonants. When saying "little" the tongue goes to the gum ridge to form / t / and just stays there to pronounce the following / l /.

little

student

mountain

bottle

oriental

tunnel

curtain

sudden

harden

Latin

For the syllabic /l/ you must have unstressed syllables and the articulatory position in the same place as the preceding phoneme.

A good rule to follow is:

> When the syllable ends with t d n and the next syllable is unstressed and has l or n, you have a syllabic consonant.

For example:

t: battle

d: cradle

n: funnel

t: metal

d: medal

Syllabic /l/ is also heard after the sibilants (for the sake of simplicity I include the affricates in this group).

bushel	sh
tch	satchel
g	vigil
z	fizzle
s	whistle
st	castle

Note they are all on the unstressed syllables and /l/ serves as a vowel in each case.

These below are syllabic / n̩ /:

bitten

soften

often

written

hidden

* sudden

* didn't

kitten

cotton

certain

garden

* These two are frequently mispronounced with the omission of the / d / becoming [dɪnt] [kʊnt] instead of [dɪdn̩t] [kʊdn̩t]

The / n / becomes a syllable when the sound before it has the same point of articulation. In the words above the consonant before the / n / is either / t / or / d / -- in all three there is the tongue tip at the alveolar ridge for the articulation to occur.

/ m / as a syllabic consonant occurs in connected speech as in "go get 'em" with the transcription [goɡɛtm̩].
/ m / thus can be classified as a semi vowel.

ORTHOGRAPHY

/ l / is represented phonetically by the spelling of the letter /   /, so you will not have difficulty determining when to use /   /. If you see it you pronounce it, with the exception of the silent l.

Sometimes native speakers have trouble with the syllabic /l/:

battle becomes . . . [bæto] or [bætə]

instead of [bætl̩].

Phoneticians have divided the /l/ sound in light and dark:

The light /l/ is made when a front vowel comes immediately after it. A major portion of the tongue is raised in the front of the mouth (leave, lit, land, value).

The dark /l/ is made when the tongue is also raised in the back of the mouth (law).

The only difference is that for the dark /l/ the tongue is raised more toward the velum. It has the quality or resonance of a back vowel.

The degree between light and dark is a relative one, so outside of mentioning it here we will not study it further.

/l/ is heard at the beginning, middle, and end of words and is spelled "ln" or "ll".

initial:	look
medial:	melon
end:	fill

colonial

colony

colonel

Except for the "l" in colonel where the "l" takes the "er" sound, the silent "l" in words like:

salmon
calm
walk
talk
almond

half
palm
would
chalk

psalm
embalm
could
calf

"l" sound is consistently represented by the letter "l".

SUMMARY

/l/ is the only lateral in English. It is called a lateral because the phonetic breath comes out around the sides of the tongue. This is different from all of the other phonemes in our language whose breath stream is carried over the middle of the tongue. This phoneme is sometimes classified as a glide because its chief characteristic is movement and not position. It is a semi-vowel because it is used to make up a syllable by initiating a vowel sound as in:

apple

CHECK LIST FOR VTR Lateral /l/ and Syllabic Consonants

I am signing my name to this paper to show that I have watched this video tape for the sounds shown above, and I have participated in the lesson by using this study guide.

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STUDY GUIDE TO ACCOMPANY VTR /ɾ/ #27

Be sure the study guide is in your hands before you turn on the television.

Write on the study guide all you wish.

If there is a part of the tape that you do not understand be sure to mark the same part on the study guide.

If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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Study Guide to Accompany VTR /r/ -

INTRODUCTION

Consonant /r/ is specially different from all other consonants in English. It is the closest to /w/ and /l/. In traditional phonetic terminology, the consonants /r/, /w/, /l/, and /j/ are called glides because of their flexibility in sounding as a consonant or a vowel. Like all glide sounds, there is a rapid change of resonance made by a gliding movement of the articulators.

/r/ is mostly a consonant at the beginning of a word, but is usually a vowel at the medial and final position; especially, if the sound before it is a vowel.

e.g. reverse [rɪvɝs] /

consonant /r/ at beginning and the vocalic (vowel-like) /r/ at the end.

DESCRIPTION

/r/ is sounded by raising the entire tongue toward the hard palate. The tip is raised to behind the alveolar ridge and is curled back slightly. The tongue is the most active articulator in /r/. This is why /r/ is called a retroflexed glide. The tongue tip does not touch anything--this is important. The sides of the tongue touch inside of the upper molars.

The voiced air passes thru the channel formed between the middle of the tongue and the roof of the mouth. Lips are open slightly.

You can see there is no precise point of contact for /r/ and there will be variations on how people make it--that is why we have so much difficulty with this sound.

We are considering the consonant /r/. We have to explain that /r/ is probably the most controversial sound in the English language. In the first place, we have the consonant /r/ - read, but we also have what we call vocalic /r/, which means that the /r/ works or functions as a vowel.

Phoneticians classify "er" as in further as a vocalic r, which means the er forms a syllable and if we have a syllable we must have a spoken vowel.

/ɚ/ Hooked schwa - used for unstressed syllables as in:

father

mother

brother

/ɝ/ Hooked backwards epsilon:
epsilon - for the stressed er words.

early

bird

heard

/ɜ/ Backwards epsilon - No /r/ coloring in /r/ words - Commonly heard in Eastern U.S. and England - some areas of south and from some natives of N. Y. City.

bird: ______________________

early becomes ______________________

heard becomes ______________________

So, you see it depends upon what part of the country you live in and what /r/ you produce.

Perhaps 3/4 of the people in the United States pronounce the consonant /r/ with the "r" coloring in it. The same 3/4 of the people in the United States pronounce the "er" sound using the pronunciation shown by the hooked schwar /ɚ/ and the backwards epsilon hooked /ɝ/

Because this is General American pronunciation and for most of you taking this course you are foreign students or people for whom English is a second language, we simplify the International Phonetic Alphabet and just use two symbols only:

/r/ - consonant r

/ ɚ / - hooked schwa for all "er" words.

If you study phonetics later, you will have to remember this simplification. You will know when you travel to other parts of the United States that variations to /r/ exist in our language.

ORTHOGRAPHY

The most common position for /r/ is before stressed vowels:

red

arrange

and at the beginning of unstressed vowels:

reward

return

The *tip* of the tongue and the *blade* of the tongue are turned *upward* - toward the hard palate; the tip pointing but not touching the place immediately behind the alveolar ridge.

The second most common position for /r/ is:

> The *tip* of the tongue stays *low*, while the middle part of the tongue is *raised* in a hump toward the hard palate.
>
> Words pronounced in this position have /r/ between vowels and before unstressed vowels as in:
>
> very
>
> berry
>
> parent

The glide movement is emphasized here because the tongue moves from the /r/ position just described and then immediately to the position of the unstressed vowel. You can't tell which of these two positions for /r/ a person is making by just listening to it. Experiment with your tutor to find the position for /r/ that is convenient for you.

If you are to say

rat

read

road,

the glide is very similar to the "er" in learn. You hear the similarity in these two sounds *only* when the /r/ comes before vowels.

rite ram robe real rake rid

Practice these words exagerating the /r/, making it the "er" sound as in "early".

Again, you raise the middle part of the tongue toward your hard palate. You can curl the tip upwards and back for this sound.

Dictionary Symbols: /r/

/r/ never forms a syllable by itself. Consonant /r/ is much shorter in duration than hooked schwa.

red as opposed to early

"r" ring - initial position

"rr" ferry - medial position (rr occurs only medial.)

* "r" far - final position
/r/ in the final position of MONOSYLLABIC words as in
fear

hear

near

tear (drop)

fair

*The instructor said "for" and the word "far" was superimposed on the screen. This is a minor technical error. Either word, "for" or "far" is acceptable for /r/.

rh - rhythm

/r/ is voiced, but after a voiceless consonant it tends to be voiceless at the beginning of the sound.

tree

free

cream

pray

Notice if you will that the /r/ after a fricative takes on a quality of a fricative. Listen to the friction-like quality of:

fry three shrimp

wr as in wreck

COMMON SUBSTITUTIONS

/r/ is most usually substituted by /w/. This is because both phonemes require lip rounding at the beginning of making the sound.

red and wed

In Asian languages the /r/ and / / are similar. They are allophones or slight variations of the same phonemes. For this reason Japanese and Chinese have difficulty distinguishing between them. What these students have to do is concentrate on the differences between the two phonemes and practice the minimal pairs.

For the /// the tongue tip touches the gum or alveolar ridge.

For the /r/ the sides of the tongue touch the upper molars while the air goes out over the middle and tip.

In German and French, the /r/ is made by vibrating the uvula

pierre cardan

In Spanish and Italian, the trilled /r/ is used as in the word for ro yal

[rɔɪal] ____________

(initial r and double r is trilled)

Monterray

MINIMAL PAIRS

/r/ - /l/

rate - late

ray - lay -- past tense: to lie; present tense: to lay, to put

read - lead

rain - lane

reap - leap

raw - law

rot - lot

correct - collect

ram - lamb

wrist - list

rook - look (rook: a castle in chess)

right - light

rock - lock

ramp - lamp

rap - lap

/r/ WITH BLENDS

approach

practice

bright

afraid

crisp

grain

train

address

Consonant /r/ undergoes slight changes depending upon what sound follow and precede it.

PROBLEMS WITH /r/

Some of the proglems with /r/ are:

1. Making the phoneme too noisy or prolonged, especially in voiceless th words.
2. Do not say the schwa--uh--between an initial consonant and the /r/ in a blend, as in

drink not [dərɪŋk]
thrill not [θərɪl]
treat not [tərit]
three not [θəri]
thread not [θərɛd]
drew not [dəru]
trail not [tərəl]

These are /r/ consonant clusters that require precise articulatory adjustment.

INTRUSIVE /r/

Intrusive /r/ - In words such as

idea

law

umbrella

saw (a bird),

there is a tendency for some speakers to add an /r/ making those words:

idear

law-r

saw-r (a man)

Speakers of educated speech most frequently use the added /r/ after the schwa but rarely after /ɔ/ as in law and /ɑ/ as in not or /o/ as in tomatoes.

This is another one of the many subjects phoneticians have disagreement on. Most authorities recognize that this speech pattern exists among educated people. In spite of this fact, the intrusive /r/ is still considered substandard by most. Speakers who want to reflect educated and cultured speek consciously to avoid it when the intrusive sound is pointed out. Generally though, this added-on /r/ is found in the speech of less educated speakers. Its common use in educated colloquial speech cannot be denied.

CHECK LIST FOR VTR /r/

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#28

STUDY GUIDE TO ACCOMPANY VTR - /j/ and /ju/

Be sure the study guide is in your hands before you turn on the television.

Write on the study guide all you wish.

If there is a part of the tape that you do not understand be sure to mark the same part on the study guide.

If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

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Study Guide to Accompany VTR /j/ - /ju/

The name of the symbol we are studying is jay.

The sound of the phoneme we are studying is /y/ as in yes, yet, and yell.

The IPA symbol for this sound is /j/. It is called jaut /j/.

The dictionary symbol is "y".

Trager and Smith designate this sound as /y/, also Pike, Lado, and Fries: y.

It is classified as a palatal semi-vowel.

This phoneme has the same characteristics of all of the other glides:

1. There is a rapid change of resonance made by a gliding movement of the articulators.
2. There is no obstruction of air while they are made.
3. They glide from a raised tongue blade palatal position to the position of the following sound.
4. Motion, not position, of the articulator is the key factor.

The actual production of the /j/ is as follows:

The tongue tip remains at rest behind the front lower teeth.

The tongue blade is raised but does not touch the hard palate and is in the same position as for /i/ or /I/.

The glide sound is made as the tongue moves from this position to the following sound.

You might be confused with this symbol since English speaking people know the symbol j /dʒ /, as in jump. The International Phonetic Alphabet is what the first word in the title syas it is: International. The use of jaut / j / for /y/ as in yes is justified. It was borrowed from another language by the English and in its original language the jaut says /y/, so the /j/ represents the original sound of this phoneme.

ORTHOGRAPHY

/j/ always occurs in the initial position in a syllable, and always immediately before a vowel.

The "y" in the initial position as in yes . . . yet . . . and yesterday.

/j/ MEDIAL POSITION

"io" as in senior . . . onion . . . opinion

"ie" as in view

" " as in genial . . . familiar

"y" as in beyond

In the final position we have /j/ joined by /u/ to produce a phonemic diphthong that says simply: YOU.

Let's go back and recall what is a diphthong?

It is a continuous, gliding and quick blending of two vowels within the same syllable.

Common diphthongs are:

/ɔɪ/ oil

/əʊ/ house

/əɪ/ I

PHONEMIC DIPHTHONGS

/j/ combines with a vowel to produce the /ju/ sound as in:

YOU

United

union

use

/j/ functions in this phoneme YOU as a phonemic diphthong. It is called this because if the symbols were changed to just the vowel, the meaning of the words would be changed.

If /ju/ in USE were transcribed , use would change to OOSE.

Common words pronounced with /ju/ - YOU:

"eu"	eulogy . . . feud
"u"	university . . . cube . . . refuse . . . funeral . . . pupil . . . unite . . . uniform
"ue"	value
"eau"	beauty

ewe - YOU - a female sheep

Note that the /ju/ functions at the beginning and end of a word.

The /ju/ changes to /jʊ/ before an r as in:

bureau ____________________

fury ____________________

Europe ____________________

figure ____________________

pure ____________________

cure ____________________

curious ____________________

furious ____________________

tenure ____________________

secure ____________________

mercury ____________________

We should mention that sometimes /ju/ is used interchangeably with /u/.

"I'll see the student on Tuesday."

____

____

Usually /ju/ is used after p - b - k - g - f - v - m.

Do you say /dju/ or /du/? (dew)
/dju/ or /du/? (due)
/nju/ or /nu/ (new)
/njud/ or /nud/ (nude)
/djuti/ or /duti/ (duty)
/tjun/ or /tun/ (tune)
/tjub/ or /tub/ (tube)
/tjut / or /tut / (tutor)

Pronounce either /ju/ or /u/ in these words.

There are a few words in which you do not pronounce the /ju/ but only the /u/, as in:

suit

enthusiasm

absolutely

resume

Lutheran

So when the "u" comes after /s/ . . . /z/ . . . /l/ . . . or theta /θ/, you do not use the /ju/.

Scandinavians and Spanish speaking people have the /y/ in their own languages, but frequently substitute /dʒ/ for /y/.

What dzir is this?

[wat jɪr ɪz ðɪs]

SUMMARY

In this lesson we have studied the glide /j/ as in yes, yet, beyond, and

the phonemic diphthong /ju/ as in you, union, university.

We have emphasized that the phoneme YOU is a combination of two phonemes, /j/ and /u/.

Be sure to study your minimal pairs distinguishing between the /j/ and /   / sounds.

Note to the Student: On the tape I tell you that I will add Minimal Pairs to this study guide. I have decided not to include them, so study them from your text.

4

CHECK LIST FOR VTR - /j/ and /ju/

I am signing my name to this paper to show that I have watched this video tape for the sounds shown above, and I have participated in the lesson by using this study guide.

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STUDY GUIDE TO ACCOMPANY VTR - Glides Review

Be sure the study guide is in your hands before you turn on the television.

Write on the study guide all you wish.

If t[illegible] is a part of the tape that you do not understand be sure [illegible] mark the same part on the study guide.

If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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Study Guide to Accompany VTR Glides - Review

Outline - Glides - Review

Glides /r/ - run

/w/ - win

/j/ - yes

/l/ - look

I. General characteristics

II. /r/ - /ɝ/ - /ɜ/ - /ɚ/

III. /l/ - syllable consonants

* IV. /w/ -

* V. /j/ - /ju/

* These two sections are rather hurried on the tape. The time was running out.

I. General Characteristics

The sounds of English are divided into several major categories based upon their chief characteristics. Glides are a specific category that we have studied, and in this lesson we are going to review the material for you.

Glides usually start syllables, sometimes end syllables, and in doing this undergo rapid change of resonance.

Glides are produced by movement rather than position of the articulators. They are at times classified as semi-vowels because they can be sounded either as vowels or consonants. Acoustically, the semi-vowels sound like true vowels even though the vocal passage is not open as for true vowels.

All glides have the following characteristics:

1. There is a rapid change of resonance made by a gliding movement of the articulators.

2. There is no obstruction of air while they are made.

3. They glide from a raised tongue blade palatal position to the position of the following sound.

4. Motion, not position, of the articulators is the key factor.

Our review will include:

/ r/ as in run

/w / as in win

/j / as in yet

/l/ as in look
(/l/ is also classified as a lateral)

II. /r/

The consonant /r/ is especially different from all other consonants in English. It is the closest to /w/ and /l/.

/r/ is most a consonant at the beginning of a word, but is *usually* a *vowel* at the medial and final position, especially if the sound before it is a vowel.

e.g. reverse [rɪvɝs]

Consonant /r/ at beginning and the vocalic (vowel-like) /r/ at the end.

Key points on how /r/ is sounded:

The /r/ is called a retroflexed glide because the tongue tip is *raised* to *behind* the *alveolar ridge* and is curled back slightly.

The tongue tip *does not* touch anything. THIS IS IMPORTANT. The sides of the tongue touch the inside of the upper molars.

You can see there is no precise point of contact for /r/ and there will be variations on how people make it -- that is why we have so much difficulty with this sound.

Orthography:

*r*ed - initial position

fe*rr*y - medial position (rr occurs only medial)

fa*r* - final position

/r/ in the final position is found in MONOSYLLABIC words - words with one syllable:

fear

hear

near

tear (drop)

fair

/r/ is most usually substituted by /w/. This is because both phonemes require lip rounding at the beginning of making the sound.

red and wed

In Asian languages the /r/ and / / are similar. They are ALLOPHONES or slight variations of the same phoneme. For this reason Japanese and Chinese have difficulty distinguishing between them. These students have to concentrate on the differences:

> For the /r/ the sides of the tongue touch the upper molars while the air goes out over the middle and tip of the tongue, that has been curled upward and back.

We are considering the consonant /r/. We have to explain that /r/ is probably the most controversial sound in the English language. In the first place we have the consonant /r/ - read, but we also have what we call vocalic /r/ which means that the /r/ works or functions as a vowel.

Phoneticians classify "er" as in further as a vocalic r - which means the er forms a syllable, and if we have a syllable we must have a spoken vowel.

/ɚ/ Hooked schwa - used for unstressed syllables as in

father

mother

brother

/ɝ/ Hooked backwards epsilon:
epsilon - for the stressed er words

early

bird

heard

/ɜ/ Backwards epsilon - No /r/ coloring in /r/ words - Commonly heard in Eastern U.S. and England - some areas of south, and from some natives of N. Y. City.

bird: [bɜd]

early becomes [ɜlɪ]

heard becomes [hɜd]

III, / / - Syllabic Consonants

/ / is a glide and is also classified as a lateral because the tongue tip touches the alveolar ridge, but the blade and back part of the tongue remain relaxed allowing the breath stream to pass thru both sides of the tongue around the tongue tip and alveolar placement, so a portion of the tongue is lowered literally to allow the vocalized breath to escape over the sides. The soft palate or velum is raised to prevent the sound from becoming nasalized.

Be careful that low does not become no.

Foreign speakers tend to produce a dark /l/ or a dentalized /l/ because many languages have the /l/ produced with the back of the tongue raised or the tongue tip behind the teeth.

In our standard American pronunciation, the only time you have a dentalized or dark / / is when it follows voiceless and voiced "th".

wealth

call them

The many allophones of /l/ have to do with what sound comes before or after it. If / / is followed by a front vowel like lip and leap, the tongue tip is on the alveolar ridge.

When /l/ is followed by a back vowel such /ɔ/ as in law and /a/ as in lock, the placement is farther back.

/l/ is considered in traditional phonetic terminology as a glide along with /r/, /w/, and /j/ because of their extreme flexibility and their chief characteristic is not position but movement.

/l/ serves the function of a consonant at the beginning of a word as in

look

and in the medial position as in

silly,

but it functions as a vowel in the final position, especially if the word contains more than one syllable.

Syllabic consonants occur when you have two consecutive sound in the SAME articulatory position and also when you have weak stress in the syllable.

So, same articulatory position and weak stress on the syllable are the two criteria to produce syllabic consonants.

/ /, /m/, and /n/ are syllabic consonants because they act as vowel substitutes.

In the words eaten

surrealism

girdle

we have the consonants taking the place of a vowel although the tongue does not approximate any vowel at all. A syllable is formed in each word without a true vowel sound.

To show that a phoneme is acting as a syllabic consonant, a syllabic mark is made. [bætl̩]

The mark is either a short bar vertically made under the symbol

or a dot or small circle under the symbol [bætḷ] [bætl̥]

When we say the word little the tongue goes to the gum ridge to form /t/ and just stays there to pronounce the follow-ing /l/.

Syllabic consonants are found when a syllable ends in /t/, /d/, or /n/, and the next syllable is unstressed and contains an /l/, /n/, or /m/.

little

student

mountain

oriental

tunnel

curtain

harden

Syllabic /l/ is also heard after the sibilants - (student: for simplicity, I include the affricates in this group.)

tch as in satchel

z as in fizzle

g as in vigil

s as in whistle

st as in castle

Note that they are all on the unstressed syllables and /l/ serves as a vowel in each case.

The following are examples of syllabic /n/.

bitten

soften

often

written

hidden

sudden

Orthography: /l/ is represented phonetically by the spelling of the letter /l/, so you will not have difficulty determining when to use /l/. If you see it you pronounce it, with the exception of the silent L.

initial: look

medial: melon

final: fill

Silent L - calm
palm
almonds

IV. /   / -

/w/ is a glide semi-vowel. It is called a glide because the articulators are in motion during its formation.

/w/ phoneme occurs only in the beginning of the word, not at the end,

as in water

sweet

wire

Words that end with "ow" are never pronounced with the /w/.

yellow /o/

follow /o/

The lips are instanteously widened in the process of its formation. You need very little activity with the tongue--actually the tongue is getting in the position of the vowel that is following.

A common problem with /w/ is that Germans and Iranians invariably confuse /w/ with /v/. The clear differences between these two phonemes were shown so that you can practice using the mirror if it is practical for you.

Common spellings are we - initial

away - medial

mellow - final: /o/

The /w/ has an unusual spelling when the "u" follows the "q" as in

question

request

quiet

queen

queer

/w/ is also silent in "wr" words as in

wreck

write

answer

toward .

Odd words--meaning odd spellings using /w/:

one - (/w/ pronounced but not spelled.)

once - (/w/ pronounced but not spelled.)

two - w is spelled but not pronounced.

who - w is spelled but not pronounced.

choir - takes /kw/

You practiced the minimal pairs with /w/ as a phoneme that is characterized by movement rather than position. It is a bilabial, velar semi-vowel glide.

V. /j/ - /ju/

The fourth glide is the / j / sound as in yet

yes

yellow

It is classified as a palatal glide and a semivowel.

Now the sound is / y /, but the symbol is /j/. It is called jaut /j/.

You have to be careful not to confuse this symbol since English speaking people know the jaut /j/ as / dʒ / as in jump.

The IPA is what the first word in the title says: International.

The use of the jaut /j/ for y as in yes is justified. It was borrowed from another language by the English and in its original language the jaut says y . So the /j/ represents the original sound of this phoneme.

/j/ always occurs in the initial position in a syllable and always immediately before a vowel.

e.g. yes

yet

yesterday

medial position: senior

onion

view

genial

beyond

/j/ combined with /u/ joins to produce the phonemic diphthong /ju/. It is called this because if the symbols were changed to just the vowel, the meaning of the words would be changed.

If /ju/ in USE were transcribed [uz] ; use would change to ooze.

Many common words pronounced with /u/ -

you

united

use

beauty

university

value

Sometimes the /ju/ is used interchangeably with /u/. Either one can be used in general American pronunciation.

new

student

tube

However, when the "u" comes after /s/ and /z/ and /// and the theta /θ/, you do not use the /ju/ as in:

suit

resume

Lutheran

Scandinavians and Spanish speaking people have the / / in their own languages, but frequently substitute / / for / /.

[dʒɪr]

e.g. What DZIR is this? = YEAR

If this is the case for you, you must practice the minimal pairs and sentences as given in the study guides and the text.

So, the /j/ is a glide and semi-vowel. It is a phonemic diphthong when combined with /u/ as in the word "you".

We have emphasized that the diphthong is a comgination of two phonemes:

/j/ and /u/.

CHECK LIST FOR VTR Glides Review

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Study Guide to Accompany VTR - Nasals

m - n - ŋ

Be sure the study guide is in your hands before you turn on the television.

Write on the study guide all you wish.

If there is a part of the tape that you do not understand be sure to mark the same part on the study guide.

If there is a word which has a meaning you do not understand, mark the word to ask your tutor or your instructor.

You may want to pronounce the words along with the video tape, marking the phonetic symbol we are studying.

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Study Guide to Accompany VTR - Nasals

/m/ - /n/ - /ŋ/

/n/ occurs more frequently in connected speech than any other consonant. Five out of the six most frequently occurring consonants are produced with the tongue placement at, or near, the alveolar ridge.

Bi-labial sounds, using the lips as chief point of contact, is second most frequently used in connected speech.

Sounds with the tongue in contact with the velum, or soft palate, are the 3rd in frequency of occurrence.

So: tongue - gum ridge (alveolar)
lips
tongue - velum
account for 92% of the sounds produced in English.

/m/ is the nasal counterpart of /p/ and /b/. Actually, /p/ and /b/ are stops, but /m/ is a continuant because the sound may be sustained as long as the breath stream lasts.

/m/ is a voiced, bi-labial semi-vowel.

/n/ is a voiced lingua-alveolar sound. The tongue closes off the air by touching the alveolar ridge. (Remember this is the most used articulatory placement.) The velum is opened.

/ŋ/ is a voiced, back, velar semi-vowel. Air is closed off from the oral cavity at the back of the tongue.

NOTE: All three sounds are nasals. The air stream or breath is carried through the phyarynx to the nasal passages, so we call them nasal sounds.

/n/ and "ng" have many variations in other languages to the extent that a foreign student studying English may have difficulty knowing the difference. People from Southeast Asia have /ŋ/ at the beginning of their words, whereas, we do not.

In Spanish, Italian, Hungarian and Slavic languages /ŋ/ has no existence, except as joined with /g/ and /k/, so we have them pronouncing singing as [sɪŋgɪŋg]. So, the /g/ is a hard sound to drop when they learn English. This is probably the most common problem for our foreign students -- substituting /ng/ for /ŋ/.

MINIMAL PAIRS

Here we recognize the important differences between the two phonemes. In these minimal pairs we are giving you more than just the transcription of symbols that stand for the sounds of the words. More correctly, what we are doing is giving you a transcription which represents MY ANALYSIS OF THE WORDS AS I PRONOUNCE THEM.

/m/	/ŋ/
bam	bang
ham	hang
swim	swing
hum	hung
slam	slang
clam	clang

/n/	/ŋ/
been	bing
win	wing
sing	sing
kin	king
ran	rang
tan	tang
run	rung
fan	fang

/n/	/m/
gin	Jim
dine	dime
cone	comb
line	lime
ran	ram
gain	game

One of the most common problems with speakers of Oriental languages is the tendency to say /l/ for /n/. If you observe the similarity in the two phonemes you can understand why:

/n/	/l/
no	low
nob	lob
kneed	lead
night	light

Be sure to work with your tutor until you master these combinations of phonemes. Your fluency in English will be affected by this substitution. I suggest you stop all other phoneme work and concentrate on this phoneme /n/, if you are substituting /l/.

ORTHOGRAPHY

m as in me - initial position

climbing - medial position

clam - final position

mn as in autumn

/n/ has the highest frequency of occurence in connected speech. So, as it assimilates with other phonemes it may lose its sound to be mispronounced.

n as in not - initial position

running - medial position

run - final position

kn as in knife . . . know . . . knew . . . knowledge

/ŋ/ does not occur at the beginning of words in English. Historically, it belonged to the /n/ phoneme, but is now a phoneme of its own.

RULE ONE

ng When "ng" is at the end of the root word you DO NOT pronounce "g":

king belong

long among

song thing

stung bring

spring hang

sting

RULE TWO

/ŋ/ When a word that ends in /ŋ/ has a suffix added, no "g" is pronounced:

belonging
singing
hangar
hanging
lungs
stinging
tongues

No "g" is pronounced when a noun changes to a compound noun:

ringleader

RULE THREE

The "g" sound is heard only in the inflections for comparative and superlative degree. In these examples the spelling is "ng" and here "g" IS pronounced:

long	strong	young
longer	stronger	younger
longest	strongest	youngest

RULE FOUR

In words of two or more syllables, the "g" or "k" are sounded after the /   / when they start a new syllable:

Congress
finger
angle
English
hunger
distinguish

RULE FIVE

When "nk" or "nc" ends a syllable, it is pronounced /ŋk/:

bank
drink
drinking
thinking
zinc

SUMMARY

Rule 1: When "ng" is at the end of a root word, you do not pronounce the "g": sing

Rule 2: When an "ng" word adds a suffix

OR

a noun changes to a compound noun, no "g" is pronounced: hanging . . . ringleader

Rule 3: The "g" is pronounced in "ng" words for comparative and superlative degrees: stronger . . . strongest

Rule 4: In words of two or more syllables, the "g" or "k" are pronounced after the / ŋ /, when they start a new syllable: English . . . finger

Rule 5: When "nk" or "nc" words end a syllable, it is pronounced /ŋk/: bank . . . thinking

CHECK LIST FOR VTR - NASALS m - n - ŋ

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VTR Study Guide - Diphthongs Part I

#31

Be sure the study guide is in your hands before you turn on the television.

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VTR Study Guide - Diphthongs Part I

INTRODUCTION

There is a certain amount of confusion and difference of opinion among phoneticians regarding diphthongs, just as there is for vowels. They don't even agree on the symbols, as we can see. Out of a sense for practicality, and urgency for simplicity, so non-native speakers can readily understand, we will study three important diphthongs.

/aʊ/ - /ɔɪ/ - /aɪ/

CHIEF CHARACTERISTICS

Accuracy of diphthongs depends upon adjusting the shape and location of the tongue within that cavity -- just like with the vowels. Actually there is more than just this similarity between the two, because vowels have, in fact, necessary diphthong quality.

The articulators involved for vowels are tongue position, lip position, and muscle tension. The articulators involved for diphthongs are:

lips - tongue - lower jaw

Single syllable = diphthong

In the words:

idiot . . . react . . . chaos

we have 2 vowels together, but in each word the vowels are separated into different syllables.

DIFFERENCES FROM VOWELS

Diphthongs are two vowels TREATED AS ONE SOUND WITHIN THE SAME SYLLABLE. For each of the three diphthongs we will study we have the spreading of one vowel sound into another in a continually changing motion. There is a continuous change in the vowel quality and acoustic value from the moment the glide begins, until the ending. All diphthongs are voiced, and the velum is closed, giving the minimum of nasality.

There are many diphthongs in American English, but we will study only those that are phonemic -- they are meaningfully, distinctly different from other vowels, and each other.

leave / i / is different from life /aɪ/

all / ɔ / is different from oil /ɔɪ/

hose / o / is different from house /aʊ/

These sounds: /aɪ/ - /ɔɪ/ - /aʊ/ represent true complex sounds in which the jaw and tongue set for the first element and then move to the position for the second element. The movements are swift, smooth, and continuous. The emphasis is always on the first component of a diphthong, rather than the second.

I could show you complex diagrams of the tongue and jaw movement, but actually I don't think it would help you know how to pronounce them. Again, depend upon your ear to get the resonance and acoustic level.

Actually diphthongs are vocal glides. They begin with one vowel and glide off to another in a continuous, vocalized phonation. They are uttered in a single breath within a single syllable. Think of a diphthong not as a combination of two sounds, but a continuous change of sound from the first element to the second.

The prominent part of the diphthong is the first part which is the nucleus of the syllable, the second part closes the diphthong remaining in the same syllable.

Diphthongs are different from vowels in that they are longer sounds. Diphthongs are frequently described as complex vowel nuclei with greater duration than simple vowels.

Of course duration, or how long a sound is, depends largely on stressing. If the word is stressed it will be longer than one that is unstressed.

"What is the time?" - stress on "TIME"

"The time is 2:00." - not as much stress on in "time".

So, the LENGTH of the diphthong is DEPENDENT on the stress it receives in the sentence, AND, a STRESSED diphthong tends to be longer when it appears at the end of a sentence or phrase.

Many phonetic transcriptions for /aɪ/ are used to represent it in various languages, and dialects of English.

/ai/ - /aɪ/ - /a:ɪ/ - /æɛ/ - /əi/ - /ay/ - /aj/

/oj/ - /əj/ - /ʌi/ - /ʌe/ - /əe/ - /ɜe/

We will use ONLY the following symbols:

/aɪ/ - /aʊ/ - /ɔɪ/

DESCRIPTION - /aɪ/

When producing the phoneme /   /:

tongue tip touches the bottom of the lower teeth

tongue is almost flat with very slight arching (as in /a /), and moves from this position . . .

to the much higher arched tongue position (as in /ɪ /)

the jaw rises during this movement, which is actually a continuous gliding movement, so . . .

we have the closing action of the lips and jaw.

Think of /aɪ/ as a long sound.

The dictionary designation is: ī

INSTANT RECOGNITION EXERCISE - /aɪ/

Write the diphthong symbol when you hear the sound /aɪ/:

1. ________ ________ ________

2. ________ ________ ________

3. ________ ________ ________

4. ________ ________ ________

5. ________ ________ ________

6. ________ ________ ________

ORTHOGRAPHY - /aɪ/

Most common spellings for the phoneme /aɪ/ are:

i   as in I am a teacher - initial position

like - medial position

y   as in fly - final position

Less common spellings are:

ie   as in lie

ai   as in aisle

ei   as in height

igh   as in high

/aɪ/ is fourth highest in frequency of occurrence of vowels and diphthongs in connected speech.

/aɪ/ is found in the following common words:

fine ______________

cry ______________

dine ______________

tire ______________

fire ______________

high ______________

mind ______________

deny ______________

pipe ______________

alive ______________

by ______________

fright ______________

quiet ______________

my ______________

eye ______________

prize ______________

light ______________

bite ______________

dialect ______________

why ______________

style ______________

design ______________

pie ______________

kind ______________

MINIMAL PAIRS - /aɪ/ - /ɔɪ/

/aɪ/	/ɔɪ/
liar	lawyer
vice	voice
pint	point
tie	toy
line	loin
I'll	oil
a night	annoint
bile	boil
rye	Roy

DESCRIPTION - /aʊ/

The diphthong /aʊ/ starts with a vowel with more front thrust than /aɪ/, the diphthong as in "eye". You need to start it with /a/, as in "aunt", or /ɑ/, as in "on", BUT YOU HAVE TO BE SURE IT IS NOT /æ/, as in "cat".

If you started with /æ/ in the word "cow" it would sound like

[kæʊ]

From the front vowel position /a/ or /ɑ/, which is a low central position with the lips unrounded you go to a /   / position with the tongue rising to a high back placement and the lips rounded.

Practice making the symbol /aʊ/ in the space below:

/aʊ/ ____

____

The dictionary designation is: ou

This diphthong /aʊ/ consists of the /a/ as in aunt -- a variant of /ɑ/ and the vowel /ʊ/ as in put -- spoken in quick, gliding sounds. These two elements are spoken successively, or consecutively, together producing a single acoustic effect. This effect is /aʊ/ as in: cow . . . how, etc.

Historically this phoneme has progressed from /ɔɪ/ to the present /aʊ/. It is universally accepted throughout the country and typical of General American pronunciation.

INSTANT RECOGNITION EXERCISE - /∂ʊ/

Write the symbols for /   / when you hear the sound:

1. __________ __________ __________
2. __________ __________ __________
3. __________ __________ __________
4. __________ __________ __________
5. __________ __________ __________
6. __________ __________ __________

ORTHOGRAPHY

The most common spellings are:

ou as in house

ow as in cow

Less common spelling:

ough as in bough

SUMMARY

This is as far as we can go on this tape, so we will resume our study of diphthongs on the next tape.

CHECK LIST FOR VTR - Diphthongs Part I

I am signing my name to this paper to show that I have watched this video tape for the sounds shown above, and I have participated in the lesson by using this study guide.

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STUDY GUIDE TO ACCOMPANY vtr: DIPHTHONGS PART II

Be sure the study guide is in your hands before you turn on the television.

Write on the study guide all you wish.

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OUTLINE

I. Introduction of diphthongs

II. Chief characteristics

III. Differences from vowels

IV. /aɪ/
- Description
- Instant recognition exercise
- Orthography
- Common words
- Minimal pairs with /aɪ/ and /

V. /aʊ/
- Description
- Instant recognition /aʊ/ and /aɪ/
- Orthography
- Common words
- Minimal pairs (with sentences)

VI. /ɔɪ/
- Description
- Instant recognition exercises
- Orthography
- Common words
- Minimal pairs

VII. Contrasts among all diphthongs

VIII. Difficult words

IX. Summary of diphthongs

X. Review of all vowels.

Study Guide to Accompany Diphthongs: /aɪ/ - /aʊ/ - /ɔɪ/ Part II

We are resuming our study of diphthongs with attention to /aʊ/ as in cow.

COMMON WORDS

ouch

down

mountain

gown

shout

hour

towel

bounce

proud

loud

around

crowd

couch

doubt

pout

mouth

MINIMAL PAIRS

/aʊ/	/a/
down	Don
our	are
outer	otter
shout	shot
cloud	clod
doubt	dot
pound	pond

/ɔɪ/ as in oil

Description: This diphthong begins in a low back position of /ɔ/ and then the tongue rises and moves forward to a high front position: /I/ or /i/. Between these two sounds there is a complex of gliding sounds not completely perceptible to the ear. The tongue is shifted rapidly from its low back humped position to the forward and upward place for /I/ or /i/. The first part of the diphthong is pronounced longer than the second.

The lips and jaw undergo clasing movement in this sound. /ɔɪ/ /ɔɪ/

The vocal cords are vibrating as are all vowels and the velum is closed. Though this is a changing sound, it is one phonemic unit.

There are slight modifications of this diphthong in the speech of people living in the Eastern and Southern part of the U.S.

erl for oil
awl for oil

Natives of Ireland tend to substitute the /aɪ/ for /ɔɪ/.

joyful becomes jyful [dʒɔɪfl̩] - [dʒaɪfl̩]

boy becomes by [bɔɪ] - [baɪ]

Orthography: Common spellings are

io as in oil (initial)

oy as in joyful (medial)

oy as in boy (final)

Dictionary designation is : oi

Common Words

choice

coin

spoil

toil

toy

poison

voice

lawyer

enjoy

employ

noise

poignant (sharp to smell or taste, sharply painful to feeling)

Minimal Pairs

/ɔɪ/	/ɔ/
toil	tall
moise	gnaws
boil	ball
soy	saw
foil	fall
joys	jaws
Roy	raw
broil	brawl
oil	all

Contrasts among all diphthongs

/aɪ/	/aʊ/	/ɔɪ/
sign	sow	soy
buy	bow	boy
lie	loud	loin
shy	shout	
tie	tout	toy
high	how	hoy

DIFFICULT WORDS

Diary	['daɪəˌri]	
elite	[ɪlit]	
fungus	[fəngəs]	
fungi	[fəndʒəɪ]	
gigantic	[ˌdʒaɪ'gæntɪk]	
height	[həɪt]	
drowned	[drəʊnd]	
righteous	['raɪtʃəs]	
demon	[dimən]	
demoniacal	[ˌdimə'haɪəkl̩]	
indict	[ɪn'daɪt]	formal accusation of crime
spouse	[spaʊs]	
poignant	[pɔɪnjənt]	sharp - painful to feelings
recognize	[rɛkəgnaɪz]	
facile	[fæsl̩]	
draught	[dræft]	26 meanings of "draft"
drought	[draʊt]	

SUMMARY OF DIPHTHONGS

Diphthongs are two vowels that are treated as one sound always within the same syllable. One vowel sound spreads into the second in a continuous, gliding motion, which in turn produces a different vowel quality and acoustic value.

All diphthongs are voiced and the velum is closed. The chief articulator, again, is the tongue with the lips and jaw simultaneously moving.

The only English diphthongs we are studying are:

/aɪ/ - /aʊ/ - /ɔɪ/

Vowel Review

Now that we have finished the diphthongs let us also review the vowels that we have studied.

We have said the English language has 17 vowels and five diphthongs. Most speakers of American English don't use nearly that number. We are studying only 12 vowels and three diphthongs because we have simplified the International Phonetic Alphabet and we are not studying any of the American dialects. We are concentrating on General American Pronunciation.

Vowels, we now know, are the very heart of the word, because they are the nuclei of syllables. You need a spoken vowel to identify a syllable.

e.g. breathe has 3 vowels, but it is only a one syllable word because the /i/ is the only spoken vowel.

Vowels are made by movements of the articulators without interfering or getting in the way of the breath stream.

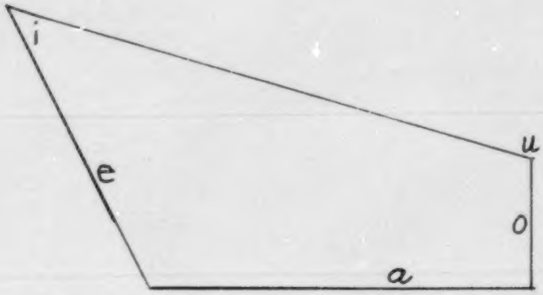
Vowels take different sounds by the changing the size and shape of the mouth cavity.

The tongue is highly flexible and can change the size and slant, and the height and width of the mouth cavity. The descriptions of high, low, front, and back are just labels and should not be taken as precise descriptions of the tongue positions. They are simply guidelines of the way one vowel sounds in relation to another. They describe the auditory quality of the vowel and not the articulation.

Lips and jaw are secondarily important for the sounding of vowels because they determine the size and shape of the mouth opening.

We studied the five fundamental vowels because they are the ones which occur in most languages and we could use them as a reference point for you to understand the new vowels.

The fundamental vowels are:



/i/ (see)

/e/ (say)

/u/ (sue)

/o/ (so)

/ɑ/ (not)

We discussed the important ways that vowels differed among themselves as a way of determining their classification:

1. Vowels differ according to the place of articulation. The tongue either humps toward the front of the mouth to make front vowels, to the center of the mouth for the production of central vowels, or to the back of the mouth for the production of back vowels. This movement of the tongue refers to the horizontal position--sometimes called tongue advancement.

   The front, mid, and back positions of the tongue have a direct relationship to the resonance of the vowels.

2. Vowels differ in height of the tongue position in the mouth. The tongue raises up and down in the mouth for the highest position of the vowel /i/ as in be and the lowest position for the vowels /ɑ/ as in not.

3. Vowels differ in muscle tension in the tongue and chin. English is one of the languages that uses muscular tension as a basis significant phonemic differences.

The easiest way to detect the differences between tense and lax vowels is to touch lightly the fleshy part of the tongue muscles behind the chin. You should be able to feel muscular bulging which is not there when you say the lax vowels.

tense vowels	i e ə ɚ u o
lax vowels	ɪ ɛ ɝ ʊ ɔ
neutral vowels	æ ʌ ɑ

Besides the three major differences in vowels, there is another way vowels differ and that is in lip rounding.

The front vowels are unround.

The back vowels are round.

Some vowels are neutral in rounding.

ə ə ɝ ʌ

FACTORS ALL VOWELS HAVE IN COMMON

All vowels are voiced. Their sound waves are regular and periodic. The vocal cords are in vibration except when we have whispered speech. The vibrating air is resonanted--it gets its quality--in the throat (pharynx), mouth (oral cavity), and at certain times thru the nasal passages.

Before we believed that all sounds except nasals were made with the velum completely closed. In recent years, research has shown that the nasal cavity is not completely sealed for most sounds. Some slight amount of nasal vibration is present in most voiced sounds.

/i/	(ɝ)	/u/
/ɪ/	(ɜ)	/ʊ/
/e/	/ɚ/	/o/
/ɛ/	(/ʌ/)	/ɔ/
/æ/	/ə/	(/ɒ/)
(/a/)		/ɑ/

/ɑ/ /ɒ/ are essentially the same.

A computer analysis of over one million running words taken from a collection of texts showed the following ten most frequently used words:

1. the
2. of
3. and
4. to
5. a
6. in
7. that
8. is
9. was
10. he (over 9,000 times)

Note: she was used only 2,000 times.

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LOS ANGELES

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